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ABSTRACT

The conference proceedings include seven papers dealing with reading problems of emotionally disturbed children. Emotional resistance to reading is discussed by Jules Abrams, a psychiatrist. The purposes of testing and the problem of labeling are touched upon by Clifford Kolson. Some practical suggestions of classroom techniques for combining a child's skill need with the most appropriate learning modality and specific media are offered by Winton Buddington. William Davis presents a selection of methods for motivating an emotionally disturbed child to read. Rosa Hagen reports preliminary findings of a cooperative project involving community, public school, and medical center in the prevention of emotional and cognitive problems, focusing on intervention to improve reading achievement. High intensity instruction, or effective pedagogy, with adolescents who have been classified as disadvantaged, emotionally disturbed, or perceptually handicapped is examined by S. Alan Cohen. The text of a question and answer session on high intensity learning and individualized instruction conducted by Joan Hyman and Gita Kornfeld follows. (KW)

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THE NEW YORK STATE EDUCATION DEPARTMENT

DIVISION FOR HANDICAPPED CHILDREN

Section for Emotionally Handicapped Children

DIVISION OF INSTRUCTIONAL SERVICES

Bureau of Reading Education

IN COOPERATION WITH THE

BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)

OF DUTCHESS COUNTY

PRESENTS

A SPECIAL STUDY INSTITUTE PROCEEDINGS HIGHLIGHTS

"READING AND THE EMOTIONALLY HANDICAPPED CHILD"

October 5, 6, and 7, 1970

Camelot Motor Inn
Poughkeepsie, N.Y.

Special Studies Institute
Funded through Section 301
P.L. 85-926, as amended
U.S. Office of Education

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GREETINGS

Mr. Hollis Sleight:

A day or two ago, I received a monthly bulletin from a gentleman by the name of George R. Gilbert who is the Director of Institutional Farms in the State of New York. In the last statement, you can take it for what it's worth: - - "At a farewell dinner for a minister, who was transferred to another parish, a little old lady was saying goodby to the gentleman, and concluded, 'I am very sorry you are going, we never knew what sin was until you came here.'" George Gilbert is President of the Board of Education that I served in for many years and is quite a gentleman and ends each of his bulletins each month with something of this nature.

I am pleased to greet you. For most of us a few years ago, an Institute of this nature would have been rather fantastic or almost unbelievable. I can remember back when we in Dutchess County BOCES had one class for handicapped youngsters. Today, we have about eighty. We have a larger faculty than many schools in our area. When we are talking about classroom teachers in the field of the handicapped, we have about 125 employees, and I can remember when we had one. In the area of the emotionally disturbed youngster or the youngster with learning disabilities, we have a total of 47 classes. We don't as yet begin to touch those youngsters who are in regular classrooms. There has been a tremendous growth in these last few years.

I know that Mr. Charles Matkowski, sitting over there, has spent many hours and so have others in planning and promoting this conference. I know that you have many interesting people on the program who have been carefully chosen. You who are here as participants have been very carefully screened.

In conclusion, I would like to welcome you--the people who do the hard work--whose humility, hope, and faith make it possible for children with emotional problems to look forward to a happier and more successful future.

GREETINGS

Mr. John Collis:

This situation reminds me of the high school coach who found a big bruiser of a youngster with a barrel chest and real strong arms. However, he had converted strabismus which in our terms would be just plain crosseyed. The coach know that he couldn't put him on the baseball team and he thought that he would try him at track. Well after two or three trials, he found that the kid couldn't throw the discus at all. He did keep the spectators alive and alert. Hopefully this conference will do more than that. As has been pointed out, the people chosen for it have been specifically chosen for it and are involved in the field of the Emotionally Disturbed. Because they are in the field, of the Emotionally Disturbed, they are working with the same unique type of students you are and in approximately the same kinds of settings. We hope that you will leave here with a better understanding, possibly bridging that gap between theory and practice. I know that you will be presented with methods and materials and techniques to take back to your instructional situation. On behalf of Dr. Ted Crenda, and my boss, Mrs. Jane Algozzine, I wish you a successful Institute.

GREETINGS

Mr. Theodore Kurtz:

I am happy to bring you greetings and a few additional comments. The intent of this institute is to focus the collective energies of a small group of people on a very nagging problem;--that is, specifically reading and the problems related to teaching reading to Emotionally Handicapped Children. It would obviously be fool-hearted for us to expect that in a short conference like this, we could resolve that age old problem, "Is he disturbed because he has a reading problem or does he have a reading problem because he is disturbed?" We are here to talk about what we can do and what we are doing and what we want to do in the area of reading and the Emotionally Handicapped student.

Concern for improving the teaching of reading is receiving a very high priority within the State Education Department. Commissioner Nyquist recently said,"The ability to read is basic to the full development of a child. Conversely, without this essential skill adults are severely handicapped in career development, leisure time activities, civic and social participation, and in pursuing enlightened self-interest. Some of our severe problems in the Adult Community would be eased if literacy were at a higher level than it is."

Studies of Reading Disabilities suggest that the key handicap in learning this skill perhaps lies in the inability of the child to enjoy the reading process. It is unattractive and often a painful task for many of these children. In addition a child's lack of enjoyment of reading hinders his development of reading skills which further hampers his functioning. Reading disability more than any other single handicap leads on to school failure and frustration. William Penn, Thomas Edison, Newton, Darwin, Einstein, Napoleon, Franklin D. Roosevelt.....if you as a classroom teacher could have had this rather distinguished group together as Junior High School students, you would probably have been one of the first ones down to the Principal's Office to hand in your resignation. These individuals all distinguished themselves certainly as adults, but as children they shared a history of a variety of disorders and disabilities and problems that are typical of much of what we come in contact with daily in many of our public schools.

During the next two days, we will probably be using two of our favorite words very freely. The magic words are innovate and individualize. A basic factor that impedes innovation is the isolation of the typical school system from its neighbor. Educators must begin to fashion new partnerships that cut across school district lines. Specialists within one system should be allowed the freedom to contribute their experties to other school systems. This is one reason we have invited reading teachers, teachers of the emotionally handicapped, teachers from the Department of Mental Hygiene, Department of Social Services and representatives of both public and private schools to this conference. Only through such an exchange of professional competence and an openness to ideas and experiences of others can educators begin to perpetuate some genuine diversity in American education while preserving local control of it. And this is one of the real purposes of this Institute.

Like many of our other problems in America, we figure that if we devote enough time and money to a problem we will come up with a solution that will work for everyone. We constantly are devoting searches for very simplistic systems. Some quick and easy prescription that will do it for everyone. Obviously, we have not yet been successful. But perhaps during the next two days, we might just come one step closer.

One of the interesting linguistic phenomena we experience here, is our seeming unwillingness to leave our language alone. It's bad enough that our children are faced with a multitude of inconsistencies in spelling and pronunciation. But in addition, we can't seem to stop giving new meanings to old words. Going to the dictionary today for a child doesn't help him appreciate current usage of words such as pad, pig, pill, pot, or words like bag and bread and bust. They all have new meanings and for a child who already lives in a very confused world this inability of words to have a singular meaning and the inability of the words to consistently represent the same thing can complicate their ability to adjust.

The research tells us: Number One------ most students do learn to read successfully - over 90%. Number Two--Research tells us that some of these kids are going to have difficulties learning to read no matter who is working with them or what method is being used. Number Three------ There is obviously no evidence that one system is superior to any other.

Well at any rate, no matter if the child's problem is related to a neurological impairment or a cultural bias, psychotic stress, poor teaching, developmental lags, or the vagaries of the English language, when he is in your classroom he is your problem. So we have brought together a group of men and women who have devoted their professional lives to these problems, and they represent wide and divergent points of view. The conference format has been designed to assure a lot of opportunity for interaction. We trust that you, as teachers, have a point of view and that you are ready to share this, and that we can learn from each other, and that collectively we will all return from this conference better prepared and better equipped to serve our children. If we can provide you with one fresh insight, or one new idea, one new strategy during this meeting, we will feel that this conference was a success.

Best wishes for a very successful conference.

KEYNOTE ADDRESS

EMOTIONAL RESISTANCE TO READING

Dr. Jules Abrams:

Whenever, I am introduced as a professor of psychiatry, sometimes as a psychoanalyst, I am always fearful that the people in the audience will expect that part of my talk, particularly when I am dealing with the emotional problems, will have to deal with sex. Because, after all, in the common misinterpretation of analytical thinking and Freudian thinking, sex is always one of the primary factors that is talked about. I am not going to be saying very much about sex; I may be disappointing some of you. But I am using sex to get into a story, it is the only way that I can think of getting into that story.

A rather amusing incident dealing with pornography happened to me a few years ago. In Philadelphia psychologist friends of mine, the Bricklins had a radio show. A number of years ago before they had the show they told me prior to my leaving for a four-week vacation that they were being interviewed as possible hosts of a talk show. They told me that upon my return I should tune in WCAU at a particular time to see if they had been accepted. I came back from my vacation a bit early and, of course, I tuned in WCAU. Pat and Larry Bricklin were on and had as a feature of their show a section where they answered questions from the radio audience dealing with child problems. Now, I must tell you that Pat and Larry, also at Hahnemann Hospital, are brilliant and very intuitive psychologists; but Larry has a very interesting hobby or avocation. He is quite interested in pornography and collects a great deal of it. Since my friends did not know that I was back in Philadelphia, I could not resist calling WCAU and getting the Drs. Bricklins on the radio program (covering the Philadelphia and Delaware Valley area) and posed this question to them. I told them that I had an 18 year old daughter, who was going around with a young man, that my wife and I were very happy with my daughter's choice. We felt that the young man was intelligent, hard working, diligent, the kind of person whom we would like for a son-in-law. We had one apprehension. He seemed to have an extraordinary interest in pornography. I wondered how Larry would handle this question. Well, without a moment's hesitation he responded: "Well, I will try to answer that question; but before I do, I want to tell you that the absolute expert in the Philadelphia, Delaware Valley area on pornography is Dr. Jules Abrams." You have to remember that this went out all over the area to patients, etc. After Larry made this statement, his wife, Pat leaned over to him and whispered to him "Larry, maybe that isn't Jules." He thought he had recognized my voice. When one calls WCAU you have to give the engineer your name, and I foolishly gave him my right name. Simultaneously with her leaning over and whispering to Larry, what I just told you, the engineer held up a sign "funny, - that is the guy who is calling." So with that Larry proceeded to say one or more sentences about this obsession with pornography and then said that the absolute expert is Dr. Abrams. I heard about this from my patients for years.

You know psychologists, psychiatrists, educators, reading specialists, learning disability people, have long recognized that emotional and personality maladjustments occur in conjunction with reading and learning difficulty. I was interested in one of the titles for tomorrow or the next day; the chicken or egg proposition. Much of the controversary in this area has raged around the chicken or egg proposition over which is cause or which is effect.

Probably one of the most difficult responsibilities of the teachers, the educational diagnosticians, is to determine the relevant influence of psychogenic factors in the ideology of reading disability. This is not an empty charge. Upon the validity of the diagnosis will depend the proper choice of intervention.

You know, if a youngster has suffered a reading problem or learning difficulty over a long period of time, if he has to experience the tremendous frustration and failure, the pressures imposed upon him, simply because he cannot read and cannot compete with his peers, and this has gone on for some period of time, unquestionably he is going to develop symptoms of personality maladjustment. If this youngster is frustrated in reading, say on a second grade level, and he is being asked to read on a fifth grade level everyday, he is in a sense being asked to climb over a ten foot wall everyday he goes to school. On the other hand, a youngster whose reading problems stem from unresolved conflicts will not respond to the most competent, corrective or remedial teaching. And I have seen it work both ways. I have seen youngsters who had basically primary reading difficulties; and these youngsters have been taken into psychotherapy, people who are not only competent, but were also ethical, and anxious to help the child. I have seen these therapists work with these children very, very hard over a few years, perhaps bringing about some modification in the child's concept of himself but the child never learned to read; because psychotherapy never taught anyone how to read. And I have seen the other side of it. I have seen youngsters who basically had a psychogenic problem and who were taken into reading instruction, specialized reading instruction, by very, very good reading tutors, people who worked with them very, very hard and who sometimes achieved results in terms of the child moving from one level to another level; or the child showing great improvement on a post-test as compared to a pre-test. But when the child went back to school, he didn't show the same kind of improvement in his school work, because his basic problem was not a reading difficulty. His basic problem was an emotional difficulty which interferred with his ability to utilize his learning and reading skills. Years ago, I would take the easy way out. If I examined the child or I evaluated the child or I went into the classroom and acted as a consultant and I saw a youngster who appeared to have severe emotional difficulties and at the same time severe emotional disturbance and I could not decide which was the major contributory factor, I would say to myself that perhaps the best

thing to do then was to treat both at the same time. Treat the emotional disturbance; treat the reading problem and by treating everything we would have to get him to read better. But I found out that this is not really an easy way out. With some children this works; but I must call to your attention that there are many children where this is not the proper choice of intervention. With some children who basically need psychotherapy, a specialized remedial or corrective reading program may actually vitiate the effects of the psychotherapy, may actually interfer with the improvement which can be brought about through psychotherapy. And the converse is true, too. If the youngster basically has a reading problem, a primary reading disability, dyslexia, whatever term, whatever label you want to use, to say that we ought to give him psychotherapy as well as reading help may again not be the optimal way of handling the problem. There are youngsters who actually have their reading instruction interferred with, because of psychotherapy. What I am emphasizing to you now, is that it does become important to try to make an adequate diagnosis. I don't think that we can take what appears to be the easy way out and always say well let's give the child therapy, let's give the child reading instruction, and that way cover all bases. It's not that simple.

Over the years, there have been many efforts to discover a kind of unique personality structure which differentiates the retarded reader from the achieving reader. These have been uniformly unsuccessful. My own experiences have convinced me that there is a range of personality structure within a population of reading disabilities rather than any particular type of personality. There is no single cause of learning difficulty or reading disability; whether you think of emotional factors, or neurological factors, or visual factors, or perception, or the fact that the child was walking before he learned to creep. None of these represent a single cause for learning difficulties. Learning difficulties are caused by a wide range of factors. These factors can be highly inter-related. It is not really proper to say that because a child has certain emotional difficulties, that these emotional difficulties will cause a reading problem. Sometimes the two run along in parallel lines. I had the experience of sitting in a case conference at Hahnemann where a child's history and background and testing were presented and I would look at the material on the blackboard and I would see such things as lack of aggression and an overly ambitious, overly driving maternal figure, passive father figure, and a number of other factors which are usually correlated or associated with learning difficulties. I would say to myself here is a child who must have a learning difficulty because of emotional problems. The child was doing very well in school. He was an "A" student in school. He had no learning difficulties whatsoever. Now obviously he had some problems or he would not be presented in a clinical case conference. His emotional difficulties were taking a different avenue. I think that one of the things that we have to begin to think about in attempting

to solve or to work through this problem of the relationship between reading and the emotional maladjustment is specifically the choice of symptoms. What in the child's personality makeup contributes to reading failure? We can't simply say that the child has a personality problem and therefore he has a reading difficulty. What is the nature of the personality conflict? What is there in the defenses that the child is using that causes this particular youngster to have a reading problem, while another child will not have a reading problem but instead will have a phobia? The choice of symptoms is a very important factor. Even when we talk about a phobia, just to use an example: I hear people say that a child has a phobia, a school phobia as an example. Well, that is such a wastepaper basket term. That is like saying that the child is brain-damaged. There are so many different children with so many different kinds of brain-damage and there are so many different kinds of phobias. One child may be reluctant to go to school for example, may show tremendous fear of going to school, simply because he is suffering failure in school; simply because he is way over his head in school. No one is going to like to go to a situation where he is constantly being frustrated. Why should he desire to go to school? Maybe his way out is to develop certain physical symptoms, to have a headache or to have a stomach-ache every morning. So his is not truly a phobia. It's a reluctance to go to school because of a reality situation in the school. Another youngster may show a school phobia which is more validly called a reluctance to go to school simply because of what he has to encounter on the way to school. Maybe he has been threatened by certain children. Maybe even in the school he has had a fight with another youngster and the youngster has said to him well, you watch out, because tomorrow I will get my older brother and he is going to break your thumbs. No wonder the child is fearful of going to school.

Another kind of youngster who shows a school phobia may have truly unconscious conflicts. Not based upon anything realistic; but a truly neurotic problem which prevents him or which makes it very very difficult for him to think of going into a school situation. So you see, a simple thing like a school phobia that we hear so much about can represent many different constellations. I have already spoken about three or four of them.

The purpose of my paper tonight after all this long introduction is to talk about some of the kinds of emotional resistances to learning and to reading. You will notice that I have been using the terms synonymously; because reading is learning; reading is the reconstruction of the facts behind the symbol. I don't think of reading simply as the ability to call out words. I think of reading as involving word recognition, and comprehension, both. So when I am talking about a reading problem, I am talking also about a learning problem as well. I would like to mention three or four kinds of emotional resistances which interfere with and which cripple learning.

Now I know that in the introduction that preceded me a lot was said to you about the concrete practical applications that you can take back to your classroom. As the key note speaker, I probably will not give you any of those. I am going to try to give you an overview. However if you have questions following this address, I will try to make my comments a bit more specific and concrete.

Let me first, however, talk about the youngster who is showing a severe learning difficulty with concomitant emotional symptomatology as the result of some early injury to the central nervous system. Now you know brain-damage is like a sleeping dragon that has been awakened. About twenty years ago every youngster who had a severe learning problem was considered to have an emotional difficulty and there was nothing in the psychiatric literature that could not account for reading problems. But about 10 or 15 years ago the pendulum shifted. Suddenly the pediatricians, the psychologists, teachers, psychiatrists found more youngsters who were brain-damaged or neurologically impaired or perceptually handicapped or any one of these terms. I wish I could spend the whole evening talking with you about our concept of brain-damage. We don't have enough time. But very briefly I would like to say this to you. We do recognize that there are some children who do suffer some insult to the central nervous system either pre-natally; peri-natally or post-natally. And because of this insult to the central nervous system they are not able to develop some very, very important early functions of living. These functions revolve primarily around the areas of perception, concept formation, language development and motility.

In later life, when I say later life, by the time the child has reached the age of six or seven because of this early crippling, and because of the reaction of the environment to this basic impairment, the child comes to school really unable to learn and with the so-called brain-damaged syndrome. Now we look upon the brain-damage syndrome as a unique interaction of neurological and symptom factors. There is nothing in the research, nothing in the literature that suggests,--pay very careful attention to this--<u>there is nothing in the literature which suggests that the typical characteristics of the brain-damaged child result from faulty neuro-transmission.</u> We have no evidence for this whatsoever. As a matter of fact, what we do have evidence for is, that the brain is a very resilient organ. One area of the brain can take over the area of the damaged area. We know that the minor cerebral hemisphere can accommodate itself for training, when the major cerebral hemisphere area has been extricated. What I am saying is this--that many of the youngsters that you will work with in school who have the so-called brain-damaged syndrome are showing the initial results of the insult to the central nervous system, but by the time you see them you are seeing a youngster whose initial insult has been exacerbated by a reaction of the environment to the early crippling. What you see is a syndrome that is

representative of what we would call faulty ego disturbance. Whether you want to use that term or not you are seeing a youngster who has a very, very immature personality structure and that is what you, the teacher, have to work with. The three areas in which the child will show his difficulties are primarily as follows:

1. An inability or difficulty to control the regulation of impulse--the hyperdistractability, the hyperactivity, the impulsivity. All of these are representations of the immature ego apparatus. They do not represent faulty neurological structures. I wish I could spend some more time in that area.

2. The second major area are problems in the production of adequate integrated functions. Problems in perception and concept formation. Youngsters who perseverate constantly. Youngsters who are told to write their name on the top of the paper and they begin to write their name and then they don't stop writing their name. Youngsters who have problems in directionality. These youngsters, incidentally, are quite different from the dyslexic child. This is another term that is used all over the place. Let me make very clear--when I say this, I know that I sound like President Nixon, but let me make very clear that the brain-damaged child is the kind of child that I am describing now with the faulty impulse control and with the faulty integration. He is almost completely different from the dyslexic child. His educational qualities, his psychological characteristics are almost antithetical to the brain-damaged child. I could spell that out for you if I had time. Just one or two things very quickly. The dyslexic child has a severe problem in word recognition. There is no such thing as a dyslexic child because of faulty comprehension. The brain-damaged child has difficulty in comprehension, active mental manipulation, and integration. The dyslexic child in an intelligence test usually does much better in the performance section than he does on the verbal section. The brain-damaged child almost always does better on the verbal section of an intelligence test than he does on the performance section. These are just a few of the fifteen or twenty differences. I want to emphasize that there is such a vast difference between dyslexia and brain-damage because all too often the terms are used interchangeably.

Now getting back to the brain-damaged syndrome. I talked about:

1. The inability to control or regulate impulse

2. The integration problem

3. The third problem is probably the most important for you as the teacher of these children. And that is that the child who is suffering with a particular syndrome has what we label "narcissistic hypersensitivity." He has an extremely defective self-concept. His whole concept of himself is as someone who cannot rather than

as somebody who can. Because of the intensive defective self-concept, he will engage in a variety of maneuvers to avoid further possible wounding to his pride. These are youngsters who will tend to act omnipotent as a way of compensating or disguising their feelings of defectiveness. These are youngsters who will constantly say to you--"that stuff is too easy for me. It's much too simple for me. It's baby stuff." These are the youngsters who show the catastrophic reaction to failure. They cannot tolerate any kind of frustration. These are the youngsters who will sometimes engage in almost bizarre compensations in order to prove to themselves and to you that they are not stupid. And they are bright children. We had a youngster at our school, the Parkway Day School, of which I am director, who was definitely brain-damaged and who had many, many problems in learning and whose intelligence quotient was 93 or 94 but as a method of compensation -- this is literally true--as a method of compensation, he had learned the score from every Gilbert and Sullivan Operetta. He was a boy of 13 years of age. When he got into a situation where he was frustrated or he was pressured (remember part of the brain-damaged syndrome is disinhibition, lack of control of impulse), he would break out into song, no matter where he was. And he did a good job at it. The compensations that these children make are always to prove that they are not defective. One of the jobs, perhaps the major job, that a teacher of this kind of child, whether he happens to be brain-damaged or emotionally disturbed is that you have to break through this shield of narcissistic wounding. Again, I could spend hours talking with you about that, because there are techniques for doing that. One of the techniques we have used is that of tangential learning. We came upon this rather fortuitously. We found that a youngster who had this kind of problem could sit with a teacher and could work with a teacher for twenty or twenty-five minutes. The teacher would use every technique every skill that she had to try to get a particular concept across to the child and after about twenty-five minutes the child would blow up. The teacher would feel frustrated and the child would have to be brought back and made a little more receptive; but that child could not learn a thing. But on the other hand, there was another youngster sitting at the side of the room who was supposedly engaged in some independent kind of activity, and we found that he had learned the skill that we were trying to teach child A. I think you can understand why; because that particular child was not under the threat of narcissistic wounding. There was no pressure placed upon him. He wasn't in danger of failure.

Let me talk about another syndrome, the fear of exploration or, "I must resist looking," syndrome. In 1958 Jarvis suggested that the avoidance of looking played a major role in the ideology of certain reading disabilities. He stated that it is the actual act of looking necessary to establish the automatic skill of reading which is felt to create a major difficulty for the retarded reader, rather than the reading

content itself. This suggests that this syndrome is characterized by difficulties in the perception of the visual symbol; that is, in the realm of word recognition problems rather than in comprehension. Nevertheless, in my own experience, it is extremely unusual for a child to evidence severe word recognition difficulties primarily as the result of psychogenic ideology. Most of the time, if a child's major problem is a severe word recognition problem, I don't think that we should look for the major ideology in the emotional situation. If it is a severe word recognition problem, it is more likely to be the result of faulty teaching, a visual problem, some minimal disturbance, some developmental lag, or what have you. Usually when a child has an emotional problem which causes a reading difficulty the reading difficulty will manifest itself more in the area of comprehension. You see the ability to recognize words is basically a rate task and is not highly correlated with intelligence. The vast majority of children who show severe persistent word recognition problems usually are primary retarded readers who have visual interference or who are revealing the results of ineffective instruction.

An emotionally induced reading failure most often will affect the factor of comprehension, which is more highly correlated with intelligence. If a severe word recognition difficulty does exist, and is largely because of psychogenic factors, then the underlying emotional conflicts will usually express a fear of exploration and a resistance to active looking. Furthermore, this particular syndrome is likely to occur in much greater frequency in girls than in boys. Now this I think in itself is significant because I am sure that all of you know the usual boy-girl ratio in almost any kind of reading learning problem is the reverse of this. In dyslexia, there are fifteen boys to every girl. In reading problems in general, you find four or five boys to every girl. But this particular syndrome, the fear of looking where it effects word recognition seems to be more prominent with girls. As an example, Ann eight years of age, was diagnosed as a severe dyslexic. After two years of intensive reading instruction in a full-time school, at age 10 she was still frustrated by word recognition requirements of the first reader level. Her basic reading problem was greatly becoming complicated by her increasing lack of confidence, her felt defectiveness, and strong aversion to the reading process. Even though she was still considered to be a primary retarded reader, she was taken into psychotherapy in an effort to counter-act the growing inadequacies, stupidities and resistence to learning. And it is true, I have done psychotherapy with children who really have primary reading problems. I do want to point out to you that even when a child has a primary reading disability, a dyslexic kind of problem that persists, and the child doesn't get the proper help, you can rest assured that it is going to become very pervasive.

First, he feels that he is a poor reader, and he says to himself, why am I a poor reader. Why do I have this problem when my friends do not have it? If he is not helped he begins to move towards - - - - I

am not just a poor reader, I am stupid, because if I weren't stupid, I would learn how to read. Later on, if it continues, it develops into: - I must have done something wrong. I am being punished by my reading problem. So you see, youngsters who had basically inherent or primary reading disabilities can develop emotional problems on top of this and that has to be taken into consideration.

Appropriateness of behavior is always a problem. I think the question that more parents and teachers ask: "How do we know when a child's particular behavior represents a problem?" When a child of age 2 begins to stutter; that is a normal development kind of problem. They are many, many children the age of 18 months to 24 months who begin to stutter and this is transitory. It is nothing to worry about; although many parents become quite concerned about this. I could take you right up the chronological ladder and talk with you about normal symptoms of emotional difficulties. These are called developmental stages. A child of 5, for example, who has persistant nightmares is showing normal behavior. As a matter of fact, it has always been interesting to me that a parent would be very likely to bring a 5 year old child to a psychologist if the child is waking up at night and having these night terrors. The parent becomes very concerned about this and talks to someone about it even if it is a normal developmental problem. But the parents of the child of 5 or 6, who every night insists that the bed be made a certain way; that the shades be drawn a certain way; that his shoes but put down a certain way; and mommy comes in and sings a lullaby in a certain way; and the covers pulled up in a certain way; often go along with this highly ritualistic behavior and they are not upset by this at all. So appropriateness of behavior is very important.

Also, in getting back to reading and learning, I am sure that you are all aware of the fact that parents can disregard all kinds of pathological behavior as long as school is not affected. I have had parents who have brought a child to me in adolescence complaining about the fact that he is getting "D's" in junior high school. When I talked with them about the background of the child, I find that the child has been wetting his bed up to the age of 11 or 12. They ignored that. It's all right for him to wet his bed, as long as he is doing well in school. One of the implications here, of course, is that you do have to try to go into the background of these children. Don't accept the word of the parent when they say the child's only problem is a school problem. Again talking of appropriateness of behavior, reminds me of a recent situation where a middle-aged scientist was coming to Philadelphia to speak and I was responsible for greeting him. I had never met the man before, and he was coming to my home. My wife and I were waiting for him. He and his wife, we assumed, came to our home and we greeted them. I said hello to them and I noticed as he stood with her he would lean over and kiss her ear and then he would kiss her neck a little bit and whisper something in her ear, and he'd

put his hand around and give her a little squeeze. I kept wondering what was going on. When we sat down at dinner, this man and this woman engaged in a conversation about a 12 year old son and an 11 year old daughter and they ignored everything that my wife and I would say. They simply ignored us. They were cooing and saying sweet things to one another. I finally decided either this man was oversexed or it wasn't his wife. After observing romantic gestures, I looked at my wife and she looked at me. It turned out that it was his wife, but they had been divorced and had just been remarried about two months ago. So that was appropriate behavior for a man and wife of two months. Whether it would be appropriate for a marriage of fifteen years is something else.

I spoke to you earlier about some youngsters who have reading problems based upon neurological impairment. I know that the majority of children who have reading problems have them simply because they don't get the proper kind of instruction. In addition, I am saying that there are children who come to school unable to learn because of the problems that are part of their own thinking. And this is one example, of that kind of child. This child appeared to be dyslexic, but I found as I developed a therapeutic relationship with her that she had a tremendous need to engage in massive repressiveness. The mechanism which is normal in every individual had become the overriding asset of her defensive strategy. Her thinking tended to become naive, egocentric, affect-laiden and cliche-ridden because her own ideas were so intolerable and unacceptable to her. She had to go to almost any length to resist the acquisition of information. To her the mysterious black markings on the printed page represented knowledge which at all cost had to be kept unknown in order to keep her own disturbing impulses severely repressed. In a very real sense to this little girl learning to read meant revealing to herself information that would throw her into a panic. I want to emphasize to you that I am not talking about the majority of children with reading problems in this example.

Another resistant syndrome is the fear of agression-----the, "I must resist success syndrome," common with adolescents. The function of aggression is a very important concept in the field of education in general and in the area of reading more specifically. Whether we like it or not, we live in a rivalous, competing, demanding society. In order for the child to succeed in this society, he must learn at a very early age to channel some of his aggressive impulses. He has to learn to take these aggressive impulses and channel them into socially acceptable avenues of response. In a word, he must learn to sublimate. If for any reason, a child becomes too fearful of his own aggressions or too guilty when they are expressed, he will resist learning.

Realistically or unrealistically these children come to anticipate that discharge of their impulses will result in loss of love or physical attack or moral condemnation, etc. Thus they develop a pattern of coping with their impulses which allows them to be free of too much uncomfortable conscious anxiety; but which at the same time prevents them from being sufficiently assertive to be successful in learning. Here we are talking about children whose problem is not in the acquisition of skills. These are really learning problems, not reading problems. We are talking here about children who have difficulty in the utilization of skills. Many of these youngsters are able to learn to read and when you give them reading examinations they get high scores. And yet, they are mediocre students. They are "C" and "D" students with I.Q.'s of 134 and 140. They drive teachers wild. They drive parents wild, because they see this potentially very bright youngster sitting and doing nothing. There is no ambition. There is no assertiveness. There is a lack of initiative. You know what the parents decide to do very often in a situation like that--send the kid to military school to make a man out of him. Well that is ridiculous. These youngsters, some of them, not all of them, have unresolved problems relating to aggression. They have become so unable to differentiate between constructive aggression, which is the ability to be assertive, and destructive aggression which is hostility, that they have to forbid themselves any expression of aggression whatsoever. They cannot be assertive. They cannot utilize their skills. With these youngsters you are not going to get them to be successful no matter how great a teacher you are. As a teacher, you have to recognize that you are not God and that there are some youngsters who are not going to respond to the best teaching. Sometimes administrators have hated me when I make statements like that but I think that is being realistic. Part of the responsibility of a good teacher is to know when professional intervention is required.

I want to talk about one other syndrome. This is the fear of independence; or I must resist growing up. The coined term "synbiotic relationship" is used to describe the relationship between mother and child which results in making them each others prisoner. They seem to be unable to live with each other; and unable to live without each other. One might suspect that the child who is caught in this dependency bond might experience severe difficulty in freeing himself sufficiently so that learning can take place optimally. In these cases, the basic underlying conflict appears to be between the wish for unconditional loving care and total immediate impulse gratification and the belief that one should act more independently. The difficulty in functioning independently then carries over to the area of academic learning. Since reading is the most important process to be learned, and a knowledge of reading essential for the mastery of almost every subject, it is not at all surprising that the child's unconscious conflict will be acted out particularly in this area.

Now it's axiomatic that learning takes place more effectively in the conflict free sphere. When a child reaches a specific level of functional maturity, it is important that he be encouraged to use that function. When a child is prevented from doing so, a conflict develops between that child and that person who is preventing him. Mothers who unconsciously must keep children in a dependency tie often are inseparable from these children. Yet simultaneously the children act with hostility and rage which must be repressed or denied. We see this so very often in brain-damaged children--where the mother of a brain-damaged child looks upon the child as a non-wished for extension of self. Think about it for a moment. You know, when two people are having a child, they are saying to themselves, this child is going to be a great child. He is going to be an ideal child. What is being said is--this child is going to have all the qualities about myself that I admire and it is not going to have any of the qualities that I don't like. The child really becomes a wished for extension of the self; something that the mother can vest her pride in. So you see when a child has minimal brain-damage and just appears to be slow, either in speech or motor ability or simply in relating things this becomes a threat to the mother. She seems to be saying: "How can I have produced this child? How can I have had a defective product?" The mother is not able to understand this and she gets very little help from professionals, who may even claim that the child will grow out of this condition. It does create a certain amount of hostility for the child. Of course, the mother in turn cannot accept this hostility. It's intolerable, because how can you hate your own child; so she engages in certain defense mechanisms. What does she do? She becomes overly protective. Which says, I really love this child; I don't want anything bad to happen to the child, and she also becomes overly indulgent which is saying, I am going to give this child everything he wants. Of course, being overly protective and overly indulgent doesn't do anything to add to the child's maturity. Instead the child becomes a dependent despot. He uses his impairment and his dependency as a means of controlling the parents. And, this by the way, is what he will bring into the school situation. If the child comes from a home like this when he moves into your classroom, he is going to set up the same kind of power struggle with you. He is going to rule you through his dependency. You as a teacher cannot allow him to do that. There are certain technical strategies that you have to use to prevent this child from doing that to you. I have seen children like this.

I have seen a seven year old child at Parkway, the very first day of school, come into school with his mother behind him and the father behind her in single file. The mother is carrying the lunch pail and the father is carrying the books and the little seven year old child saying you put that down there and you put that down there. This is the power struggle, and they will do the same thing with the teacher. They will try to set up this beautiful power struggle with

you and they will try to capitalize on your sympathies and your guilt and your lack of understanding of what these children need. These children need to have structure; they need to have firm limitations. They cannot be babied. You don't have to be afraid of your anger. Your anger will be aroused sometimes by what they do because they are provocative children. I wish I could spend more time on that area. The power struggle that begins in the home with mother and child is displayed in school. The child resents the passive posture he must assume. This is particularly true in the primary grades. The imposition of a passive role creates anxiety and arouses conflict over the intense dependency wishes. As a result, the child may fight back by resisting the passive role and become a behavior problem or he may overtly accept the passive position while the conflict rages within him creating a learning problem. In essence, he resists the learning process and does not read because:

1. It places him in too dependent a position; or

2. It puts him in danger of growing up and becoming too independent of the mother figure.

I would like to just give you an example of one very interesting case that I had in therapy. A little girl was taken into therapy because she had failed second grade, although she was of above average intelligence. She evidenced a mildly severe reading problem. The major theme which emerged with Joanne was tremendous need to be accepted and loved. Another theme related to the above was her extreme fear of being abandoned. As a matter of fact, when she was to be picked up at the office, if the chauffeur, (chauffeur would come to pick her up) was late, this little girl would become so very angry at me if I would not stay with her because she thought that I was abandoning her. In many of the games that we played, Joanne would indicate the feeling that if she allowed herself to be messy, to have any freedom whatsoever, that I would reject her as her mother had rejected her over and over again. Over a period of time, Joanne was made to see that her extreme possessiveness toward me really represented her desire to be the only person that I saw and basically that she wanted me all for herself. I have that affect with 8 year old girls.

In the last analysis, of course, the underlying impulse behind all this was Joanne's wish to have her mother all for herself. She had a need to almost incorporate people who were important to her. It was as if she was saying, I will be a little girl, people will not leave me then, people will care for me. Of course, this also had an important influence on her desire and willingness to learn to read since reading symbolically is an act of growing up.

The most important thing to keep in mind when we talk about reading, learning, emotional problems, etc. is the idea is that there is no particular personality structure which creates reading problems.

Just as there is no single cause for reading problems. There are different kinds of conflicts that have produced reading difficulties. There are many emotional symptoms that can result from reading difficulties. I don't think that we can take the position of disregarding the diagnosis and just try to teach the child. I don't think we can do that. I think we have been forced to do that at times and sometimes we will continue to be forced to do that. But I think we have to begin to learn something more specific about the relationship of the child's personality--whether it is a normally functioning personality--and the child's difficulty is learning. We have to begin to understand the whole concept of the neurologically impaired child we are working with and see that even a neurologically impaired child has emotional problems. We also have to see that whether a child has an emotional problem which causes the reading difficulty or visa versa the child still is in your classroom and you have to work with that child even if that child is getting professional help from a therapist. That is not contradictory to what I said earlier, because before I was comparing special help with psychotherapy. But still if the child is in your classroom, you have to work with him whether he is getting professional psychotherapy or not.

There is a vast difference, and this point I have not made before. There is a vast difference in the kind of teaching that you would use with a severely emotionally disturbed child. For example, a brain-damaged child, or a child with ego disturbance; a vast difference in the kinds of techniques and strategy in your teaching that you would use with the child who has a neurotic conflict, as I described earlier. In your teaching, not in the therapy, but in teaching, the brain-damaged child requires a certain method of teaching, and I am not talking about just in terms of skills, but a method of enlisting this child's receptivity. Some children require a certain amount of permissiveness. This child does not need that, he needs structure. When it comes right down to it, the most important factor in teaching any of these children is the relationship that you establish--the teacher with the child. You can't get around that, whether you talk about color teaching, machine teaching, talking typewriter, what have you. It still is the relationship between teacher and child, whether it is an ego-disturbed child or a neurotic child. You the teacher are the most important thing. In our school, we consider the teacher the most important person involved with the child even though we have a lot of ancillary help.

I will close by emphasizing and reinforcing that idea with a little story that I hope too many of you have not heard. A teacher passed away, and went to heaven. She was greeted at the gates by St. Peter, who said to her that he was surprised to see her because he didn't get too many teachers up there. He decided to show her around. He took her to the school building and she was utterly dismayed when she saw the school building because it was really a wreck and

in the classroom there were something like 100 chairs. She said, "You mean to tell me that you have 100 children for one teacher?" He said, "Well, no, actually we have more than 100 children, but we don't have sufficient desks to go around. As I told you we don't get too many teachers up here." She said, "Well, can you show me all the things that I need for my teaching? Can you show me the teaching machines and the high interest low readability materials and the audio visual materials and the perceptual training machines and visual apparatus and all that jazz?" He said, "We don't have any of that here." He said, "Of course if you would like to try downstairs. . . ." She decided to do that and she descended. She met Lucifer who greeted her warmly. He showed her around. He took her to the classroom and it had four beautiful desks for only two children. She loved this and wanted to see all the materials. He began to show her the tremendous library of books and the teaching machines and the visual apparatus, the perceptual motor training apparatus, and all the various things. So anyhow, the motto of the story is: if you are the kind of teacher who likes all the fancy pagentry, you know where you can go.

WHICH COMES FIRST THE CHICKEN OR THE EGG?

Dr. Clifford Kolson:

We in education often get hung up on testing. That a need for testing exists can not be denied. However, this need should not make us lose sight of the fact that our principle job is teaching. Hence, I would like to propose that we test until we have something to teach, and then stop and teach it.

Too often we exert our energies labeling a child and in all my experiences, I have never known a label to cure a child. In fact, a label many times can do harm. I won't even estimate how many times a child has said to me, "I can't do that - I'm brain-damaged." , which in the case in point, was an excuse for the real reason - laziness. Certainly we need a differential diagnosis, since this can determine what can and can not be used with this child. For example, we have Ritalin. Ritalin given to an emotionally disturbed child will drive him up the wall, but given to a brain-injured child, will put him in his seat so he can be taught.

Incidentally, one of our foremost experts on brain-damaged children once estimated that one child out of 10,000 was brain-damaged. Yet, go into any school and you can find quite a number of brain-damaged children. In some schools you can find the total U.S. population of brain-damaged kids. They have been diagnosed by the janitor, teacher, mother, by the kid on the street - by just anyone.

There is a school psychologist I know who has labeled every kid referred to him as brain-damaged, except for one - and that's the only one who later was medically diagnosed as brain-damaged.

I have given up on labels. What I concern myself with now is what we can do to help the child. Our purpose is to match therapeutic technique with symptoms. Let me give an example. Heckelman of California came out with what he called the Neurological Impress. Simply stated, the child reads aloud very easy material; simultaneously, the teacher reads the same material in his ear. We took a group of youngsters and gave them six weeks of Neurological Impress. Only a small percentage made the kind of progress Heckelman spoke of. We then looked at test data to see if we could find a common pattern for the children who were successful. We found that youngsters who scored considerably higher in comprehension than in pronunciation on the Gilmore Test seemed to have success with the Neurological Impress Method. Two out of three of the youngsters improved. Now when a child exhibits this pattern, we put him on the Neurological Impress. Sometimes parts of tests give us cues as to the method to employ.

McGill University has a test called the Sensory-Integration Test. It tests the integrity of the visual, auditory, kinesthetic, and tactile modalities. We give a somewhat modified version of this test.

A child who is off on the visual portion of this test, we put on Leavell's Stereo-Reader. A child who is off on the auditory modality, we put on the Language Master or the Neurological Impress. A child who is off on the kinesthetic modality, we use Kirshner's Body Alphabet. If the tactile modality is off, we employ sandpaper letters and words. A child who has problems with integration is put on a VAKT Technique.

In the area of reading skills, we have found that the child who does not know his sounds can usually get much help from the Open-Court Readers, or if the child is very young, from Schoolfield's Phono-visual Method.

A child who knows his sounds, but can't blend, we put on Hegg-Kirk- and Kirk's Remedial Reading Drills. If the child is reading at sixth grade level, but has poor comprehension, we find we can get results by walking him through the SRA's Organizing and Reporting Kit. When we find a child who resists books, we return to the Experience Chart.

I cannot emphasize this concept of learning modalities too much. You are a homogeneous group; above-average, intelligent, highly motivated, and interested in education, or you wouldn't be here today. Yet, on the basis of what happens between your ears, I can divide you into eighteen different groups. (Employing the CAT on-forehead test, Grey-Walter Color Block Test, Color-Word Stimulation Test, the audience was divided into eighteen groups.) You are a homogeneous group and can learn by any modality. Yet some of you rely more heavily on one modality than another. However, we still teach every kid as if he is a visual learner. Marshall McLuhan is right. "Reading is outmoded." (Even though his son does teach speed reading.) There is no reason why a child who is not a visual learner cannot go from kindergarten to a Ph.D. without having to learn to read. With the modern technology we have, the non-visual learner should be able to be taught through the auditory modality. If a child in the seventh grade is reading at the third grade level, why assign him a textbook in Science? It would be much better to record the science book on cassette recorders, so when other children are reading Chapter 3, he can be listening to it. He should not be penalized because he is a non-visual learner.

I didn't come here talking research, because research in education is inversely like Ivory Soap---not 99 44/100% pure, but rather impure. I tried to be as practical as I could, and give you something you could use in your classroom; tomorrow.

KIRSHNER BODY ALPHABET

PRACTICAL APPLICATION OF TECHNIQUES SUITABLE FOR THE CLASSROOM

Dr. Winton Buddington:

Today we hear much discussion about which is the cause and which is the effect. Do emotional crises cause reading problems or do reading problems cause emotional effects? My position is that as a classroom teacher I am not as concerned about which came first, but rather what practical techniques can I use in a classroom to help each child so that he may progress at his own rate in learning to read? Two factors today have changed the teaching situation drastically. The first is that youngsters who used to drop out of school before they reached grade six are now staying in school until about the tenth grade level before dropping out. This means that our instructional technique must change in order to meet the needs of these youngsters who are now staying longer in school. All of our educators today are insisting that we guarantee each youngster twelve years of schooling no matter what his handicap or level in reading may be.

The second concept is that of social promotion. If the youngster is alive and warm in September, he moves on into the next grade. That is, he continues through school with his age group rather than according to his achievement. This means that each year more and more of our students are continuing in a higher level grade and that our instructional techniques must change to meet the students' needs. We can no longer assume that because the youngster is in fourth grade, that he needs certain skills, activities, materials, techniques and knowledge that we associate with the fourth grade level. In fact, we are very lucky if the reverse is not true; approximately seven year spans of reading levels would be found in a fourth grade classroom where the youngsters were arranged heterogeneously. That is, some youngsters, although the same age, would be reading at both a very beginning level and also an advanced reading level, well beyond the fourth grade level.

These two factors together indicate to us as teachers that we must consider each youngster's strengths and weaknesses, his potential needs, and his learning modalities. We must build individualized programs to help him meet his needs and continue to grow developmentally as he moves along from year to year. That is, each teacher must take each youngster, while directly involved with him, from his present level and try to bring him as far as possible through the learning processes.

Most school systems rely upon the use of a basal reader series as part of, or for its entire reading program. Let's look at the basal reader for a moment. The usual steps in the basal reader lessons are as follows. First, the teacher should introduce, motivate, and build interest, association, and background for the story to be read. Secondly, he should develop, teach, review, and practice the necessary vocabulary. Thirdly, he has each youngster read silently and answer certain comprehension questions. Then he has each youngster read orally and answer comprehension questions or discuss parts of the story. Next, he should

teach the skill work provided in the teacher's manual for the word attack skills and the word recognition skills. This is usually followed by worksheets, workbook pages, and/or board work on the part of the teacher. Finally, the teacher should provide enrichment, application, use, or practice for the youngster on material similar to that which he has read in this story, allowing him to practice the specific skills taught in this lesson. Basically, there are two kinds of enrichment: horizontal enrichment, which means more practices at the same level of difficulty, and vertical enrichment, which means practice at succeedingly higher levels of difficulty. Both kinds of enrichment are needed for our youngsters. After the enrichment or a new story and start through the reading cycle again. The basic reading cycle approach provides for a beginning teacher the necessary framework in which to operate the reading program. However, as the teacher grows in experience, she finds that other things need to be incorporated in the basic procedure.

For example, not all youngsters learn vocabulary at the same rate. More specifically, a learning rate for each youngster in learning new vocabulary should be established. This can be done by introducing ten words on flashcards approximately three minutes each, according to the teachers own individual technique. This is to be followed by individual pronounciation of the words an hour later and/or the next day, on the part of each individual youngster. The learning rate then is the average number of words remembered or recalled by the youngster. Thus, instead of giving twenty or ten vocabulary words which may be indicated at the beginning of a basal reading or spelling lesson, the youngster is now introduced to words according to his own rate. This means that it's possible for youngsters in the same group, one having a learning rate of two words and another having a learning rate of eight words, to work independently on vocabulary prior to the time they start the basal reading review on vocabulary. Paired practice on vocabulary according to youngsters' learning rate may be an effective technique for initially teaching or practicing these words. In the lower grades, five words might be taught to the youngsters, one each day, and then the following Monday all five words tested. Generally, youngsters will be given one more word than their actual learning rate to see if they can handle that word. This means that a youngster should be able to learn words according to his learning rate every day, and not wait until a new story is introduced to all the students.

On a learning rate test, if all youngsters receive high scores the test would be considered too easy. If all youngsters in the group receive low scores the test would be considered too hard. An important principle of the learning rate test is to take sample words that are in the youngster's listening and speaking vocabularies, but not in his reading vocabulary. It should contain samples of phonetic words, guttural words, short and long words, words with letters above the line or below the line, some compound words, some possessive words, and other samples of words the youngster may normally run into at his reading level. In the upper levels it is wise to build a matching test to check the

meanings of the various words. This can be done simply by a matching test in which the words and their meanings are in two different columns and the youngster matches up the correct meaning with each word.

Many teachers wish to have youngsters practice words throughout the various parts of the previous reading lesson. This means that youngsters should receive work in vocabulary daily, after the oral reading, silent reading, or skill or enrichment parts of the basal reading lesson.

The next technique that I would like to discuss and demonstrate to you is the technique which allows every youngster to respond individually while still in a group situation. One of the practical problems we have in the classroom is how to make the most effective use of classroom time. We loose classroom learning time whenever we call on an individual student. One technique for getting students to respond and therefore pay attention to the kinds of things that are happening in the classroom is called the multiple-response technique.

Here's an example when working with vocabulary. The teacher might have flashcards with the vocabulary words on them that have been previously learned. The teacher would have on the back of each care the meanings for the various vocabulary words in sentence context. Usually that sentence context is in the form of questions. They can be serious questions or fun questions. For example, if the word was "fall," the teacher might hold up the card and ask the question, "Would this be likely to happen to you when walking on ice?" Each youngster would have a card on which was printed the word "yes" and "no." All the youngsters in the group then would answer the question by holding up the correct card. This technique could be used for informal testing to check vocabulary, or for practice, or to measure achievement. The second question could be, "Can water do this?" Or the third question, "Does this come before winter?" In this way, by multiple questions, multiple meanings for the word can be brought out. Then, when reviewing vocabulary for the particular story, the correct context for the story could be attached to the particular word and its meanings. Secondly, for multiple-response technique to be effective, all youngsters must have a purpose. If they must answer, then they have a reason for listening or paying attention to what's going on; therefore, we have less chaos or problems. Using a technique such as this, the student's mind will be more tuned to the particular task at hand, instead of fearing that the teacher will call on him.

Continuing with the multiple choice technique, we might use it for classification. For example, you might hold up the word "ill" and then ask the youngsters to hold up number (1), (2), or (3) card as to whether or not it was a noun, a verb, or an adjective. If they held up card #2 it might be used as a noun, or card #3, it might be used as an adjective. What must be avoided here is a conflict between different types of learning. For example, the youngster may perfectly well understand noun, verb, and adjective if that's what we're trying to teach. But he may not have known the word to begin with. So we must be careful

to make sure that what we use in terms of vocabulary words to teach another skill are in the reading vocabulary of the youngster before we begin teaching that new skill. This is also a good technique for classification of ideas and information.

The next technique, or the next part of the basal reading lesson that we usually do, is the silent reading followed by questions. I have here some of the key cards in which different symbols are used. I would like you to read this story written in the key symbols, and then I will ask you some comprehension questions. Now I'll ask you the comprehension questions and you all may answer, instead of me just asking John, "What color is the red barn?", and he answering "red" or not answering at all. I now can ask the whole class, "What was the boy's name?" They would reply with the multiple response card (1) John (2) Tommy (3) Sam. By looking around my classroom I can see who has the correct answer by the number on the card they hold up. Therefore the most effective use of classroom learning time, can be maintained and I can see who is having trouble with a particular level of comprehension. If I ask a 'how' or 'why' question and not many of my youngsters can answer that level question, then I know that we need to work more at this level. By trying different levels of comprehension and recall, I can therefore determine informally, in a group situation, the individual needs of my youngsters regarding silent reading and comprehension.

Let's move on to oral reading. During oral reading I very often walk into classrooms and see teachers using what I call the 'take your turn' approach. They will call on one youngster and the youngster who loses his place in the back of the room will suddenly be called on next. The youngster is confused and the teacher asks "Why did you lose your place?" Well there can be several answers to why the youngster lost his place or why he was talking or so forth. It might be that he was interested in the story and was reading ahead; after all, the oral reading rate is slower than the silent reading rate. And if he happened to be listening to a youngster who is reading, "John--went--to-- the-- store--', then certainly this rate would be too slow for him, and it would spoil the total comprehension effect of the story. The second reason why that may have happened would be that the youngster knew that he didn't have to pay attention because the teacher wasn't calling on him. So, therefore, he may have been thinking of something else. There are other aspects of this particular situation. This technique of 'take your turn' and calling on different people does not alleviate a discipline problem, but rather creates one. And the amount of effective classroom learning time, on the part of the youngster is reduced to a one-to-one relationship between the pupil and the teacher. A far better way to do oral reading practice is to pair the youngsters and have them read orally to each other. If you're concerned about comprehension, the 'cut up story' technique may be another approach. For example, a short story is taken and cut up out of a textbook--for the slow learner, large pictures on the page with a small amount of writing, and for the more mature reader, mostly writing with a few

illustrations. Each part is given out to the youngsters and they are asked to look and see if they know the vocabulary words. The teacher helps the youngster with any vocabulary words he does not know. So that, at this point, there will be no vocabulary words he can't pronounce. Next, the youngster is asked to practice reading the story with a partner so that he can orally read his part well in front of the group. If you have all of the youngsters with parts of the story to read, then everybody would be playing a part in this section of it. If not, some of the students would be listeners and therefore, they would have a purpose for listening, and we'll talk about that in a minute.

The 'cut-up-story' technique is arranged so that only the person who has the start of the story with the title on it is aware of his part. Each youngster must listen to see when his part of the story fits in. He must know it well enough and realize the sequence of the story, so that he is prepared to keep the story continuing without interruption. In addition, each student is given another listening task. Some youngsters listening at the literal comprehension level would be given the task of remembering the names of people or places mentioned in stories. Other youngsters would be given the task of remembering and writing down, if you wish, the number of main ideas in the story--not just the number, but the main ideas in the story. Other youngsters would be given the task of a main idea and some details. Still others would be asked to remember details only. Some youngsters in the group might be asked to recall the whole story in sequence. In this way all youngsters in the class have a purpose for reading orally. All youngsters in the class have a purpose for listening. Each purpose is individualized according to that youngster's own needs. In this way, the cut up story offers a potential technique for helping to use more effectively the youngster's classroom learning time. To illustrate this technique orally, in conjunction with the multiple-response approach, we will use 'take your turn' reading, and then I will ask the rest of the group, who are not reading orally, to respond to the comprehension questions. In this way every person listening must listen to the story and every person must respond. Therefore, paying attention is necessary. By asking the questions at different levels of comprehension difficulty, and observing the numbers held up, (1), (2), (3), (4), on a multiple choice question concerning the comprehension, I can ascertain whether or not all of the class can answer the literal comprehension questions or which ones in the class can operate in other levels of comprehension or recall difficulty. In terms of skill work, in the multiple-response technique, let us go first to phonics. Youngsters may have a card at their desks with the various sounds that are being practiced today on their desks. The teacher might ask, "What sound do you hear at the beginning of 'bat'?" And they would hold up the 'b' card on their desk. The teacher quickly observes which youngsters can answer that question correctly and which cannot. This is a good informal test for phonics.

Another approach for the second or third reading level, might be to have the youngsters hold up (1), (2), or (3), depending upon the code card that you have on the board. For instance, (1) might be 'b',

(2) might be 'd', and (3) might be 'f', and the question might be asked, "Which sound do you hear at the beginning of the word 'bat'?" The youngsters then would hold up the number appropriate for that word. This technique could be used in phonics with beginning sounds, ending sounds, middle sounds, vowels, consonants, blends, or almost and kind of phonetic element that needs practice or diagnosis. Concerning structural elements, the multiple-response technique might be used to identify a prefix or a suffix, or it might be used to attach the meaning to a particular word. Suppose the word is 'return'. We might say "Is this a prefix or suffix," when holding up card with 're' on it. Another example with the word 'return' on the card would be to pair it with a correct meaning. The youngsters would hold up card (1), (2), or (3). Go back, go forward, or remove might be examples on the cards. Concerning contractions, one might have the contraction with three possible meanings and the youngsters would hold up cards number (1), (2), or (3), in order, to indicate the correct meaning. For dictionary skills, the multiple-response technique is most effective with alphabetical order, first, second, and alphabetical order. The youngster sees a number of words and is asked to hold up the number on his desk representing the word which would be first in the alphabet, second, etc. In order to include youngsters who do not have the skill of alphabetical order, but you wish to have participate, you might ask those youngsters to hold up the number of the word that would come fourth in the alphabet. Since there are only four words in the sample question, the fourth may be arrived at by a process of elimination on the part of the youngster, and he can still feel that he has participated.

The next area in dictionary skills is guide words. One of the important questions that a youngster needs to decide is which third of the dictionary a word would be found. This can be used as a multiple-response approach by having cards (1), (2), and (3), and a word pronounced by the teacher. For guide words the teacher would have a card with the guide words prefaced by the word to be found. The teacher would ask, "Can this word be found between the following two words?" And the youngsters would hold up a yes or no card. This is very effective to see who can work with guide words. Diacritical marks could also be practiced or measured informally by asking the youngsters to hold up (1), (2), or (3) cards, depending on which diacritical mark they believe went with a certain letter in a particular word. This technique, the multiple-response technique, works well in other areas of instruction when the students are asked to classify products, names, dates and places. They can do this cooperately together, yet think individually. This is an excellent technique for either informally testing to find out meanings; practicing specific skill or needs or measuring achievement progress.

In closing, let me remind you that there are keys to being a perfect master teacher. All you have to do for every individual youngster is:

1. Discover his various levels. Discover his expectancy level, hearing capacity level, instructional level, achievement level, level of vocabulary development and performance level.

2. Instruct him according to his own rate. Teach him according to his rate of learning new words, rate of progress in completing work, and rate of moving to higher levels of competency.

3. Provide specific individual instruction for each youngster according to his strengths and weaknesses. When necessitated provide specific instruction in any of the word attack skills, reading skills and study skills, generally. The teacher should also try to instill skills that will be applied in terms of lifetime reading habits.

4. Provide for each youngster the opportunity for social learning. Interaction with other students in groups of 2, 3 or 5 should be encouraged. The learning processes that benefit from different numbers are varied. For example, groups of two are particularly effective for practicing skills. Groups of three are efficient in terms of discussion. Groups of five function well with a discussion leader and a recorder. Groups of four are not always effective as they may break down into two and two with two divergent paths created.

5. Individual learning. Allow each youngster some time to complete an individual task by himself according to his ability and knowledge. Many creative talents are surpressed because they have not had any opportunity to follow through on an individual project. In the past, many of us had thought ofcreativity as being possible within a group. However, after much study and experimentation, I have come to the conclusion that factors leading to creativity may be found in a group situation, but that the actual creative process is purely an original, individual thing.

6. The last process involved in becoming the capable teacher is that of enrichment. I would prefer the words use and application to enrichment. What it really means is that we need to give youngsters a chance to apply the knowledges they have absorbed in a meaningful context. We have been accused in education for a number of years now of stopping the learning process at the point where the youngster can give back the information he has learned.

WE are now at the verge of suggesting that youngsters need to learn the process and that they will probably change jobs at least three or four times in their lifetime. This places the emphasis not on the student's ability to mass technical skills in one particular area, but on his ability for learning, seeking information and applying it in a variety of situations.

One final technique that might be helpful practically in the classroom is the following: Upon observing a teacher who asks her class to list all the ways something might be done, and not getting any response,

I decided to try a technique for recalling information and making it available to youngsters. We might demonstrate that for you now. If you will all pair up in twos and attempt to list all the foreign cars you can think of on a piece of paper. Do you have them all from Canada, Europe, Japan, Sweden, Germany, etc? The first attempt was to get, on paper from each of you, your recall as it now stands. When I started to mention the names of the countries, I was aiding you in terms of classification of information to try to trigger your recall. The next step in this process would be to have you report to me the list of cars. The procedure would be to cross off any cars that the person before you has already mentioned, so that when you are orally reporting the names of cars, you'll only be adding to our list of unknown cars. The principle here is that if someone comes in knowing a lot, he may go out knowing one more. If someone comes in not knowing some of this information, they may go out with a lot more than what they came in with. The principle here is sharing of existing information effectively and in conjunction with the effective learning time of each individual youngster.

The second stage in this process might be to do something with the information. Suppose instead of foreign cars, we had done this on descriptive items such as, an old shoe, a book, and a pebble. Then the youngsters would be asked to write description words, adjectives, things that are good and bad, that describe each of the particular objects. Our second stage after the reporting would be to type up a list of these adjectives or descriptive words and give them back to each individual youngster. We might ask them then to write a story using these particular words. I guarantee you that no two stories will be the same, even though they have commonality of the original thinking getting ready for the creative experience. This technique is most effective in not only classifying and sharing information, but setting the stage for creative expression and application.

Another area that I would like you to consider would be that of learning modalities. Each youngster may learn by a visual, auditory, kinesthetic, or tactile approach, or a combination of any of these. So that in addition to finding his skill needs, we need to find out which learning modality he can best operate. In addition to that, we need to find out which medium materials or approaches he enjoys, so that we may combine the skill need with the specific media that would be most helpful to him. If we can do that for each youngster or to the extent practically possible in the classroom with the materials, techniques, and approaches we now have available, we most certainly will help each youngster to continue to grow and become all that he is capable of becoming, during the time that he is under our care.

MOTIVATING THE UNMOTIVATABLE

Dr. Davis:

Today I intend to, almost literally, throw a great many ideas at you. How many you can (or want to) catch is something else. In a real sense I will introduce to you a smorgasbord of innovations; I invite you to taste now, digest later at your leisure, those items most palatable to your own personal teaching scheme.

In talking to you about reading and its relationship to motivating an emotionally-disturbed child, I will try to avoid the term "remedial reading," as this connotes a focus on teacher role. It's time we talked more about "remedial learning," where the heart of our problem lies. Not in what the teacher does, but in what the learner does.

What the learner can do to help himself learn is our first step. And in this identification, it again must not focus on what a teacher does to identify, but in what the student is doing. In this sense, "identification" is always a self-referral, in that it is the child who must give himself away to us by his being over-passive or over-active, withdrawn, or in some way exhibiting an intensive cluster of behaviors.

Of course, as teachers, we must go beyond the point of observer. Here I refer specifically to our responsibility for differential diagnosis to discriminate between an emotional disorder, for example, and some neurological impairment (what is now popularly labeled as "central nervous dysfunction.")

School's Function in Emotional Diagnosis

We must keep in mind that where a school enjoys certain boundaries set by rights and responsibility, there must also exist certain restrictions of professional movement. To go beyond proper professional limits is quackery.

For example, a teacher has the right to question the adequacy of a child's vision for regular work and can recommend that he see a specialist; this action is within the proper realm of professional recommendation. But if he says, "You need glasses," then he has made a vision diagnosis, and he is guilty of quackery.

At the moment, we are in a cultural wave where everyone is diagnosing everyone else's emotional ills. Again, a teacher may describe a child as too upset to work, but to diagnose him as having schizophrenia or paranoia or even a "serious emotional disorder" is going into outer professional limits. This too is quackery. So I will stay away from all those terms. What sort of children am I talking to? Not those of institutional instability, but those emotionally disturbed children in our public schools living at home. There are four characteristics that separate these children from the normal child.

1. Most frequently, they come from broken homes.

2. Most frequently, they come from homes where the mother works full-time.

3. Most frequently, they come from homes of neglect and child deprivation.

4. Most frequently, they come from homes where a foreign language is spoken.

Mandel Sherman talked about these children in 1939 when he said "Pupils who are ashamed of their failures may develop defensive reactions." Before that, in 1916, Gilchrist said, "Praise leads to improvement, reproval to poor performance."

Diagnostic Labeling

A teacher who discovers a child failing to progress in reading may reprimand him, thus adding to the difficulties he is already experiencing in learning to read.

Hollingworth (1923) stated that neurotic children, even though intelligent, are often deficient in reading because the mechanics of reading require cooperation, following directions, and sustained effort.

Fernald (1943) believes that every child entering school is eager to learn to read and write, but that emotional problems develop when he sees other children learning while he is not; the emotional problem in turn blocks and hinders voluntary actions. She cites, as an example, a sample of 78 children, all with an extreme reading disability. 74 entered school with no history of emotional instability. She concluded that emotional upset occurred when the child was exposed to repeated academic failure.

Dolch (1931) found many children hate the reading lesson simply because it compels them to exhibit before their companions their ignorance or lack of skill. The process would be graphically illustrated as:

Frustration ⟶ Disinterest (interpreted as laziness) ⟶ Lack of Motivation

Harris lists prominent emotional features that contribute to (or concurrently exist with) reading disabilities:

1. Conscious Refusal to Learn - This involves a rejection of adults, and leads to rejection of adult-type activities, such as reading.

2. Overt Hostility - Here, we find a child who continually misbehaves.

3. Negative Conditioning to Reading - Such negative reactions as fear, anger, and dislike are learned by association. For example, there was a first grade teacher who responded to the children's reading errors by rapping their knuckles with a ruler.

4. Displacement of Hostility - Here we find a child who is jealous of a successful sibling. Or we have an avid reading parent whose child sees only one path of hostility open: he fails in school, and gains revenge through indirect displacement. Both situations are hard to identify, and are rarely recognized by either parent or child.

5. Resistance to Pressure - Here, reading becomes an open battleground against parental pressures.

6. Clinging to Dependency - In this case, a child seeks to protect his over-protected status.

7. Quick Discouragement - These children lack self-confidence and self-respect; they are convinced that they are stupid and accept an inferior reading status.

8. Success is Dangerous - Here a child is in competition as a rival to the parent; this implies a possibility of dreadful forms of retaliation.

As I said earlier, and I think these labels lend support to it: Identification is something a child does for you. However, the problem with labels, even diagnostic labels, is that they never give you any kind of a remedy.

Attitudinal Change

One can accept limited types of special failure, for example, an inability to carry a tune, or to write legibly. Reading success, however, is the criterion of general competence in school. Poor readers view themselves as intellectual paupers, and see themselves as generally stupid. It is imperative, then, that we change a remedial learner's attitude. Here are four steps to bring about change:

1. Instill a feeling of being liked, accepted, and understood.

2. Supply success in hugh bundles by, for example, teaching on a child's instructional (vs. grade) level. (To do this successfully, beware of inflated standardized test scores.)

3. Stimulate and sustain active effort by use of interesting reading matter, plus use of incentives.

4. Involve the learner in the analysis of his problems, in reading, activity planning, and in the evaluation of his progress.

Teacher Role

Teachers must also recognize certain internal truths about themselves and their interactions with emotionally disturbed learners.

First, teachers must recognize that problems are never isolated occurrences, but exist in clusters. Further, emotional problems that can affect reading progress, may also be caused by a lack of reading success.

Secondly, teachers must become less threatened by pupil failure. Increased pressures and hostility on a teacher's part are not answers, only responses.

Finally, teachers are more prepared than they believe to deal with emotional problems. Classroom activity is ego-involved. The way a teacher deals with this ego-involved activity will have an impact on the mental health of the pupils. By job definition, teachers deal with, understand, and influence human behavior.

Priorities

1. Institutional - There are youngsters whom we, as trained classroom specialists, cannot hope to reach through regular channels. These children are institutionalized, require close supervision, medication most of the time, and intensive therapy - all a prelude to what must transpire in the regular learning sequence of reading. The priorities here are medical and/or psychiatric, rather than educational.

2. Class for Emotionally-disturbed Children - This is an expensive solution, but one that is our responsibility, if our goals are to teach children to learn. Per pupil, this means an investment of $4000-10,000 a year. But it also reflects a tremendous savings on the future, and where success is the product, we have induced a preventative approach to a lifetime of public support.

In some classes children work in boxes - three-sided boxes which they call "offices." In the box is a chair and desk. Inside the box the child does all his work - in his office. He can decorate the box any way he wants - he can draw in it, etc. That's his place; he is isolated and does his work for 20 minutes maybe. Then he comes out

and has a socializing activity. When the stimuli grows to be too much for him, he goes back into his office where he does something constructive. He has things he can do in there and then he comes out. That is one approach. And it's a little different from sitting around in a group. He has some place to go. He probably doesn't have any place at home. At least in school he has one little square all his own.

These are the kids who have personality explosions once in a while. There is another place - not far from here - which has what they call a "crisis room." The child sits in the classroom and the frustrations continue to build on him; he has done some math and now emotional problems are building within him. He gets a chance to volunteer and says "I want to go to the crisis room." There, in a room staffed by a school psychologist or administrator, he talks about the situation and gets relief; when he is ready, he goes back and joins the class. An emotionally-disturbed child needs a safety-valve. The crisis room fills just such a need. He must be able to depend on getting to such a place, and that a competent person, at least certainly a warm figure, will be waiting to help with constructive comment. This is not a place of banishment, but rather an on-going continuous therapeutic relationship - continuous, that is, if the same people are involved so that, when a child arrives, such a person will be familiar with past crisis situations. This is another way around a crisis, one that means a teacher doesn't have to drop everything to control a child.

These successful examples are not just better jobs of catering to the troublemakers. Most normal children have "transferability" where they easily identify with a teacher figure in front of them. An emotionally disturbed child needs a much closer inter-personal relationship to get the same perception. Most normally adjusted children don't need a highly personal, intense love figure because they continually milk other life situations quite successfully for that; their love gauge is not on empty.

Another example of this sort of transfer occurs daily in Ellenville, New York. Here, "teacher moms" (successful mothers) have volunteered to tutor emotionally disturbed children. These are parents who aren't teachers, but who come in and tutor children individually, using teacher-prepared material.

Simple Solutions

What can we do <u>now</u> with what we have? Little or nothing! It is up to you, as teachers, not to accept such answers so complacently. It is time to "bug" the administration. You can't bleed a stone; with thirty children plus a full curriculum, plus school routine, you can't

give more than you've got....so you must have more to give by having it provided.

Motivational Activities

The following is what I call the Cafeteria Type Approach. These suggestions that follow won't work for all, but for many children they will mean some success. Like any smorgasbord, you choose according to your teaching needs and capacity.

1. Experience Charts - Why not use a polaroid camera the first day to get each child's picture. Immediately, because that's his picture, the child feels individualized. Using this picture, and later other self-drawn pictures, the teacher elicits stories from each child which are written down and later read by the child. He sees his own talk - actually written down. Motivation, not word study, is the major goal!

2. Progress Charts - For more obvious reasons, such charts can be used to graphically illustrate number of pages, or stories, or books read. Or to track an increased reading rate. Or, such charts as the following may be used:

   Thermometer - to record cumulative results
   Skyscraper - where you fill in a window for each unit
   Race Track - where child moves a car around a track
   Map Chart - for a trip across the country
   Bar Graph - for use with a group, and each child has his own line
   Bookcase Chart - To fill in each story or book read
   Basket/Ship Charts - a cut-out, with pockets (each child puts a slip in his basket (or Ship)

3. Contracts - For highest motivational values, we must let each child set his own contract whenever possible, where improvement units are small, and can be frequently recorded. Get the child involved in what he is doing and how he is going to evaluate himself. Dr. Wolff, at SUCP (Potsdam) has a highly successful program set up where aims are behavior modification in the classroom.

To quote: (1)

> By following the eight general steps or stages of this specific program, a teacher is directed as to what a specific behavior is, how to identify it, how to sequence the behavior and develop the final behavior, how to measure and record behavior, and how to structure their classroom in order to efficiently apply behavior modification techniques to their students.

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1. Wolff, Bonnie J. and Wolff, Peter C., Behavior Modification in the Classroom, pp.3-4.

The eight stages of Morreau and Daley's Program are as follows:

1. Defining specific behavior which can be modified.

2. Counting the frequency and duration of these behaviors.

3. Recording this frequency and duration of these behaviors on data sheets which can be readily analyzed by inspection or computers.

4. Selecting high probability behaviors to be used as reinforcing events by observing and recording the child's behavior in a free environment.

5. Arranging a contract with the child.

6. Establishing an initial micro task size slightly smaller than the child's present performance.

7. Allowing the child to participate in the reinforcing event for 3-6 minutes, or long enough to complete the activity.

8. Terminating the reinforcing event promptly upon completion of the contracted time.

4. Sight Vocabulary - In reading, you may want a child perhaps to read a certain number of words per minute, say 15. With the contract method, he is not only holding himself accountable, but he is better able to grasp his day-to-day progress. With sight words, we tried putting words a child wanted to learn on 3 x 5 index cards. When the child successfully recognized a word, he got to keep the card. The word virtually became his own. That was his word.

5. Workbooks - Earlier I referred to there being no simple solution to teaching emotionally disturbed children, what with a limited budget, limited materials, and having to individualize the program. If you go to workbooks you are going to lose, because these children have had workbooks; they couldn't meet the challenge of all those pages then, and they won't now. But why not collect a variety of workbooks, tear them apart, and mount each skill-page individually on tagboard. Cover each with a clear sheet of acetate, and they will last for years. And, by titling each according to the skill it drills on, you can selectively use many workbooks to focus intensely on a given small set of skills to be reinforced by exposure to each child in a number of contexts.

6. Games - There is a little booklet called Reading Games by Kolson and Buddington available at our college bookstore. In it, by skill clusters, are individual skill games, patterns, and materials needed to make them, and directions on how they are played. For a few cents, this is a vast source of high motivational skill games.

7. Book Reports - In any form but the usual format, such devices can be educationally profitable. To introduce experiences, games such as Acceptances and Regrets Sent to Miss Muffett Who Gave a Party (below) or Ways to Give Book Reports raise interest.

ACCEPTANCES AND REGRETS SENT TO MISS MUFFETT WHO GAVE A PARTY

Invitations were limited to characters in Mother Goose

1. Thank you for your invitation, but I shall not be able to attend, for I am kept so busy with my big family--and my house is dirty from heel to toe.

2. I think I'd better not, thank you. Your guests might lift their eyebrows at having a thief among them.

3. Sorry, but I'm just recovering from a bad fall from a tree.

4. Yes, indeed, I shall be glad to come to get my mind off a little tragedy that happened on a summer day.

5. I shall be glad to attend in my white petticoat if it isn't too short by that time.

6. (This one came AFTER the party.) Sorry to have missed your party, but I overslept.

7. We two can't come because we're a little bruised from a tumble.

8. I should be glad to come and to furnish a little entertainment for your party, but you will have to furnish a satellite for my acrobatic stunt.

9. Thanks, Miss Muffett, I may be late, but I'll be there.

10. Thanks and I'll be glad to bring along a little wool in case some of the ladies would like to knit.

11. I shall be glad to attend if a certain masculine gold-digger isn't there.

12. Thank you, but I'm too simple to move around among your intellectual guests.

13. I can't leave my dog alone. There's no telling what he'd be up to when I returned.

14. We both shall come if you'll serve both coffee and tea.

15. I shall be glad to be there if I can get my garden work done.

16. Sorry, but my head feels funny. I've just had a marrow bone flung at it.

17. Should be glad to be at your party, but must go out in search of some live stock.

18. If I get down from the sky in time I shall be at your party--but cobwebs are bad these days.

19. Your invitation reached me at the correct address, under the hill. I shall be there.

20. I shall be happy to be at your party and tell what I saw in London.

21. Thanks, I shall be there with rings on my fingers and bells on my toes.

22. My wife and I have settled our differences and we shall be glad to attend. She is staying put where I put her--but we'll be there.

23. Thank you. I shall gather my string orchestra together and will be glad to furnish the music for your party.

24. I shall be there, but you must excuse me if I do not partake of refreshments, for I've just had a plum pie.

25. Thanks, but do I have to sing before I get food?

26. My wife and I eat entirely different good, but we shall be glad to attend your party.

27. Thanks, but I'm on a diet, for my future husband is feeding me strawberries, sugar and crea[illegible].

28. I shall be delighted--and shall wear my new rabbit fur coat.

29. Sorry, but I'm in the navy now, you know--and can't be there.

30. Thanks. May I play for your guests my favorite tune, "Over the hills and far away?"

31. Yes, I'll be there, provided it doesn't rain and there aren't any puddles.

32. Sorry, but I haven't a thing to wear. I got too close to the fire.

33. Yes, indeedy--and hope you play post office, if you know what I mean.

34. It's nice of you to invite me, since I'm new in town. My color scheme will be green and yellow.

35. Thank you. I'll be there, now that I've regained my eye sight.

36. Sorry, but I must call the fire department and protect my children.

37. Thanks, but I shall have to leave early to be on duty by 8 p.m. to attend to my curfew job.

38. We thank you for your invitation, and the three of us are pleased that the party is informal. We might have managed the white ties all right but NOT the tails.

39. We should like to attend your party, but haven't you heard--we've actually been sent out of town.

40. I'm sorry, but I must attend a funeral for my love. In fact, I'm the chief mourner.

KEY TO ACCEPTANCES AND REGRETS

1. The Old Woman Who Lived in a Shoe
2. Tom, Tom the Piper's Son
3. Rockaby, Baby
4. Queen of Hearts
5. Little Miss Etticoat
6. Little Boy Blue
7. Jack and Jill

8. Cow Who Jumped Over the Moon (Hey Diddle, Diddle)
9. Ten O'clock Scholar
10. Baa, Baa, Black Sheep
11. Where are you Going, My Pretty Maid?
12. Simple Simon
13. Mother Hubbard and Her Dog
14. Mottle and I
15. Mary, Mary, Quite Contrary
16. Taffy Was a Welshman
17. Little Bo-Peep
18. Old Woman Tossed Up In a Basket
19. Old Woman Who Lived Under the Hill
20. Pussy-cat, Where Have You Been?
21. Ride a Cock-horse to Banbury Cross
22. Peter, Peter, Punkin Eater
23. Old King Cole
24. Little Jack Horner
25. Little Tommy Tucker
26. Jack Spratt
27. Curly Locks
28. Bye, Baby Bunting
29. Bobby Shaftoe
30. Over the Hills and Far Away
31. Doctor Foster
32. Little Polly Flinders
33. Georgy-Porgy
34. Daffy-Down-Dilly
35. There was a Man in Our Town
36. Lady-Bird
37. Wee Willie Winkie
38. Three Blind Mice
39. Lion and the Unicorn
40. Who Killed Cock Robin?

WAYS TO GIVE BOOK REPORTS

1. Make a poster advertising the book.

2. Make an attractive jacket for it.

3. Make miniature stage setting for part of the story.

4. Design costumes for characters.

5. Write book review for newspaper or magazine.

6. Make original illustration for story.

7. Write movie script.

8. Get a group to dramatize the story.

9. If it is a "How to Make" book, bring something you have made.

10. If it is a travel book, prepare a travel lecture.

11. After reading a book of poems learn a verse.

12. Write original poem after studying a book of poetry.

13. Tell why you did or did not like the book.

14. Explain how the book could be used in correlation with history or science.

15. Make a movie by drawing series of pictures on a long sheet of paper fastened to two rollers.

16. Describe an interesting character.

17. Write or tell a different ending.

18. Write or tell one of the following:

    (a) Most humorous incident.
    (b) Most exciting happening.
    (c) Most interesting event.
    (d) Part you liked best.
    (e) Saddest part.

19. Mark beautiful descriptive passages to be read to class for appreciation.

20. Make list of new interesting words and expressions to be added to your vocabulary.

21. Change story into a pantomine.

22. Write a letter to a friend recommending the book.

23. Give a synopsis of the story.

24. Make a scrapbook suggested by information in the book.

25. Construct puppets and present an interesting part of the story.

26. If it is a geographical book, make a map, printing on it brief information gathered from the book.

27. Have another pupil who has read the story, ask questions.

28. Write questions you think everyone should be able to answer after reading the book.

29. Make a list of facts you learned from reading a factual story.

30. Dress as one of the characters and tell what part you play.

31. Broadcast a book review.

32. Write a note to the librarian, telling her why she ought to recommend the book.

33. Review the book before another class.

34. Give biography of author and tell about his other books.

35. Make a clay, soap, or wood model to illustrate a phase of the book.

36. Construct a diorama to illustrate a phase of the book.

37. Dress paper dolls as characters in the book.

38. Prepare a chalk talk.

39. Make a rebus of a short story.

40. Make a mural to illustrate the book.

41. Build sand table setting to represent a part of the story.

42. Rewrite the story simplifying vocabulary for a lower grade.

43. If it is a science book, plan a demonstration for the class.

44. If it is an historical book, make a time line, listing dates and events in sequence.

Diagnosis

Without resorting to a clinical procedure merely to screen a classroom of children for the more serious reading disabilities, I would suggest that data on hand might be effectively used.

Here is a list of "signal flags" which may suggest to you that a student may be a retarded reader.

Of course, the presence of one of the signals below does not necessarily indicate the existence of a reading problem, nor does the absence of one or more necessarily indicate that there is no reading problem.

1. First, suppose you notice that Igor learns well when he is listening to your explanations, but not so well when he is reading lessons on his own. He has run up a "signal flag" that the ability to learn is certainly there and that he can probably be taught to read as well as he can listen.

2. Second, if Suzy talks better than she writes, she has run up another signal--for a student's writing is limited by poor word recognition and poor vocabulary, which also limit reading.

3. Third, poor spelling and poor reading often go hand in hand. If Jake is a "lousy speller," you have a signal flag. Poor preparation in word-attack, including phonics, is a cause of both poor spelling and poor reading.

4. We have a fourth indication when, on the guidance counselor's test records, we find that Able's ability in mathematics, which involves fewer verbal skills, is considerably higher than his verbal ability, as shown by his achievement in reading subjects.

5. Last, there are I.Q. scores. In addition, there should be on file some reading test scores given in the primary, elementary and high school years on a regular basis. A bright red signal flag goes up when we compare the two and find the intelligence score indicating that Charlie has mental ability which is not coming through on the reading test.

A student sends up no signals that remedial instruction in reading will help him when he performs at the lower end of the scale in everything--in spelling, math, his reading subjects, and on his intelligence tests. His record is telling us that he probably can't be elsewhere than at the bottom. Teachers sometimes refer students, thinking they should have help--when they can never be anywhere other than at the lower end of the scale. It is not possible to make every student a good reader.

Study Skills

Concentration - An emotionally disturbed child, more than most normal children, seeks structure; when he can depend on time and place, then he can bank more confidently on how to deal with academic demands on his own life space. Concentration is perhaps the biggest handle. And I would approach the introduction of the Time Box Technique to such children as follows:

The time box is a device to help you concentrate. When you use the time box, you say, "I'll read this social studies assignment in 60 minutes," or"I'll do this English in 45 minutes."

Your time box looks like this:

TIME BOX

Length of time you have set for the assignment	_____minutes
Time you started	_____
Time you finished	_____
Actual time you spent	_____
Time you saved by concentrating	_____

Here, for example, you have set a 60-minute deadline for completing an English assignment. You concentrated all your powers to meet, or, if possible, to beat your deadline. With the pressure of the deadline, you finish in 45 minutes. You may have saved 15 minutes of study time.

Most of us work better under time pressure. As we try to "beat the clock," we are alert and on the job every minute. With the clock ticking toward the deadline, we don't dream away the time.

Your deadline must be flexible. If you find you can't meet the first deadline, set a new one.

Use the "time box" with caution. It is recommended mainly for dreamers. It is inappropriate for students who need to spend more time on their assignments instead of less.

Comprehension - One of the most difficult areas of reading skill to fully develop is that of comprehension. I would call your attention to Better Reading by Gainsburg and Spector, Globe Book Co., 1962. Here, with high motivation, children plunge into main idea development, beginning with a single sentence, employing the "telegraph technique," and $1000. In time, the child gradually progresses from single paragraphs to, finally, whole textbook units, involving main ideas, implied and stated, and total organizational skill. What makes this approach so highly effective is not only the reliance on concrete to abstract progression, but also upon a great number of specific examples where a child can benefit from extensive practice of a newly acquired skill before going on to the next level of difficulty.

Conclusion - Like pigeons, mice, and monkeys, students work where a gain is seen as reward; he who works for nothing, is nothing but a slave. If we are to free the emotionally-disturbed child from academic shackles, we must begin with motivation. No longer will the teaching tyranny of a regular program be tolerated by these youngsters. The challenge of success begins with a nibble: don't overwhelm our consumers by passing a whole cake.

A PROFILE OF FIRST GRADE

Rosa A. Hagen:

This paper will report preliminary findings of a cooperative project involving community, public school, and medical center in the prevention of emotional and cognitive problems in your children. It is one of the activities of the Language Research Unit of the Department of Psychiatry of New York University Medical Center, a unit that has evolved during twenty years of interest in language development and language pathology. The children we have served during this time have been a varied group, including young children with delayed language development, older children who were having difficulty learning to read or spell, and still older children who could not organize their school work or communicate effectively in writing. All of these symptoms were evaluated as possible evidence of a specific language disability focusing on that aspect of the language arts sequence relevant to the child's level of maturation.

Definition of Specific Language Disability

A specific language disability is seen in the child who, despite adequate intelligence, intact senses, conventional instruction, and normal motivation still has difficulty in learning the language tasks appropriate to his maturational level. On neurological examination and perceptual study the following characteristics emerge:

1. lack of the neurological organization corresponding to cerebral dominance for language, as seen in defects in right-left discrimination, discrepancy between preferred hand and elevated arm on the Extension Test, and postural responses less mature and less well organized that one might expect from a child of the patient's age

2. visual-motor problems involving spatial orientation and separation of figure from background

3. problems in auditory discrimination of sounds and in the ordering of sounds in their correct temporal relationships

4. body image problems as seen in the orientation of the figure in space, finger-nosis, and perception of body image

5. tactile figure background problems

In our studies of children with specific language disability, nine out of ten demonstrate some, but not necessarily all, of these neurological and perceptual deviations. Of these nine, three also demonstrate findings in one or more areas of the classical neurological examination. There remains the one of the original ten who shows minimal perceptual and neurological problems. These children appear to demonstrate a different etiology, that of a learning inhibition.

Results of Follow-Up Studies

Because of a firm conviction that adequate reading ability is essential to a child's mental health, provision for reading services has long been part of the program for children at our medical center. A follow-up study in 1961 (Silver and Hagen) has enabled us to evaluate the results of this work. This study indicated that the children taught reading in our experimental program from 1949-51 managed an adult adjustment far better than we might have dared to expect from our early contacts with them. Their adjustment to the responsibilities of adult life was significantly better than that of a control group of youngsters similar in psychiatric diagnosis and differing only in reading skill. Reading improvement results were not impressive, particularly with the organic sub-group. The difficulties seen in early life persisted into adulthood. A most interesting finding was the very strong relationship between improved perception and improved reading and spelling skills.

Evolution of a Teaching Approach

In 1963, therefore, we began to experiment with a teaching approach based on what the follow-up study had taught us about the relationship of perception and reading. This teaching approach was defined to include a total clinical assessment which would generate diagnostic information and a perceptual profile on which teaching could be based. Educational strategies would be focused upon deficit areas and intervention would be directed toward perceptual skills underlying reading. This approach would require that one work with one modality at a time, insofar as possible, before attempting intermodal tasks, and before relating language to perception. Teaching would be based on three levels of performance:

1. a recognition-discrimination level
2. a copying level
3. a recall level

Feedback would be immediate and within the same modality as the original stimuli had been presented. Furthermore, it was felt essential to avoid inundating the child either with confusing perceptual stimuli or too many words. Because we learned from reports of the follow-up study group that they "just began to understand something when the teacher went on to something else," we made definite provision for overlearning by instituting our three-by-three rule. This rule provided that there should be three correct performances for three consecutive sessions before a given sequence of skills would be considered learned. Throughout the teaching, there would be awareness that the lack of clear-cut cerebral dominance for language is basic in the problems of specific language disability. Therefore, teaching would place emphasis

on unilateral preferences, on left-to-right progression, and on correct orientation of figures in space and sounds in time.

Development of a Cooperative Program

This approach was tested during the years 1964 to 1968 in a controlled study done at our unit (Silver, Hagen, Hersh, 1967). During this period, the schools served by the medical center became accustomed to referring children with learning problems to the hospital for treatment. Although, we appreciated the opportunity to serve the schools, we sometimes wondered which of us was the educational institution. A cooperative program which placed responsibility for diagnosis upon the medical center and returned the educational responsibilities to the school finally evolved. For four years now, this program has continued as a means of serving schools in our mental health catchment.

With the pressures of service to the many school children referred, answers to long-term questions have been postponed. These questions represent not only basic studies of the development of language in children, but also data for solution of practical problems concerning incidence of language disabilities, parameters of neurological and perceptual maturation, and questions of preventive strategies. The rush of service to individual children kept us from finding these answers. It was the special project at P.S. 116 which has offered us an opportunity to seek some of these answers through the study of an intact group of children.

This project grew from an invitation issued by the parents and teachers of this fine elementary school, located within the shadow of the Medical Center, to help them to teach the children of the school to read more effectively. Other steps had been tried in the past, including homework helpers, linguistic readers, urban multi-racial content readers, and the services of a bilingual teacher. Despite these efforts 61% of the first graders earned readiness ratings in the lowest categories of the Metropolitan Readiness Test. Almost 40% of the second graders were found to read below second grade level and 58% of the sixth grade is below sixth grade on the reading achievement tests.

In our intervention project in the school, we decided to place emphasis upon prevention of reading retardation and, therefore, to focus upon beginning readers in the first grade. To do this, we decided to study each child psychiatrically, neurologically, psychologically, educationally and perceptually. This examination would tell us the nature and extent of emotional problems, neurological deviations, perceptual deficits and would yield firm data for intervention. For children who required it, we decided to supply educational intervention during the school day in a specially equipped resource room at the school. This would involve working with the child to interrupt the progress of maladaptation to stimulate neurophysiological maturation, and to increase his ability to communicate meaningfully. We would also

work with parents and teachers in order to modify pathogenic elements in the environment. Our previous experience with these procedures in the hospital setting showed that cognitive functioning provides a strong point around which the developing personality of the child may rally. We agree firmly with Biber who said, "It is no longer possible to dichotomize the learning functions and the process of personality formation."

As far as we know, the P.S. 116 project is one of the few intensive clinical studies of an intact group of children in the public schools. There were 86 children for whom we have complete data. Of these, twenty-nine, or one-third, demonstrated learning problems sufficient to require intervention. It is significant in view of previous sex ratios indicating a higher incidence of learning disabilities among boys than girls, that our intervention group contained 11 boys and 18 girls. In addition, seven children were found to have emotional problems severe enough to require treatment, four were found to function at the mentally retarded level (i.e., I.Q.'s below 70 on the Wechsler Preschool and Primary Scale of Intelligence), eight had come to the United States so recently that they had difficulty communicating in English, and three had peripheral sensory defects. This indicence of problems which might interfere with school learning was higher than we had been led to expect by previous estimates in the literature.

Results of the Study of An Intact Group of First Graders

The demographic characteristics of the sample do not show it to be atypical. It was a relatively stable group with eight children leaving and two entering during the school year. There were 44 girls and 42 boys in the sample. Ages ranged from 5 years 8 months to 7 years 8 months with 50% of the ages ranging from 6-6 to 7-0. All ethnic groups were represented with 79% white, 12% black, and 9% oriental comprising the sample. In comparison with the U.S. Census figures, the proportions in the sample are higher at each end of the socio-economic scale with 21% in our sample in the Professional and Technical group (in contrast to 8% in the U.S. Census) and 51% in the Service and Laborers Categories (17% in U.S. Census). Children in our intervention group came from every socio-economic level.

Intellectual functioning as seen on the Wechsler Preschool and Primary Scale of Intelligence closely approximated the theoretically normal distribution. The range of full scale I.Q.'s was from 58 to 130. The intervention group I.Q.'s ranged from 70 to 130, and the group tended to be drawn from the lower I.Q. ranges, particulary with regard to performance I.Q.'s. This is not surprising in view of the high incidence of deviations revealed in neurological examinations.

Readiness test scores were not appreciably different from those which had been reported for previous first grades at this school.

The mean for the group placed at the 40th percentile, with 23% of the group scoring in the two highest readiness categories in contrast to 31% scoring in the two lowest categories. Intervention group children earned scores which scattered through all except the highest category of readiness for school learnings. Analysis of these scores, as well as a subsequent content analysis, raised questions about the validity of this test in locating children with learning problems in our sample of urban children.

Educational achievement was also varied among these children at the beginning of the school year. Reading achievement, as judged from an oral reading test, ranged from knowledge of a few letters to a grade score of 6.5 in a youngster who had learned to read spontaneously at home. No member of the intervention group earned a score beyond the beginning reading level of 1.4. With a test of arithmetic computation, however, scores for the intervention group distributed along the entire range of the first grade.

Neurological examination included the classical examination of cranial nerves, muscle tone, power, and synergy, deep, superficial and pathological reflexes, and gross sensory testing. There was also evaluation of higher cortical functions including perception in visual, auditory, and haptic modalities, spatial orientation, finger schema, praxis, cerebral dominance for language, and postural responses. Global ratings of neurological and perceptual functioning were assigned on the basis of the examination data. In the group as a whole, more than half of the children demonstrated no deviations, fifteen showed mild deviations, thirteen moderate, and seven severe degrees of deviation. Virtually all children with neurological or perceptual deviations have been included in the intervention group or, where more circumscribed problems were found to exist, were provided with appropriate retraining experiences through the classroom teachers. These provisions were considered to be important because maturation cannot be assumed to occur in the absence of specific stimulation, and compensations for deviations are usually made at some cost to total adjustment.

Data on the emotional status of the entire group were gathered through individual psychiatric interviews. These interviews surveyed ego functions such as affect, object relations, impulse control, reality testing, psycho-sexual identification, defense patterns, thought processes. These findings were rated independently by a second examiner on the basis of severity of impairment. Of the group, eighteen were found to be problem-free, twenty-five demonstrated mild impairment, thirty-one moderate impairment, six severe impairment, and one child was found to be psychotic. For seven children, it was no longer a matter of prevention; these children demonstrated already established emotional problems requiring psychiatric treatment. The vast majority of the children were not considered to require direct psychiatric treatment, but rather the provision of appropriate

school experiences and parent and teacher counseling directed toward understanding of the child and modification in the adult's behavior in interactions with the children.

Evaluation of the Effects of Intervention

The first phase of the evaluation of the effects of intervention has provided data directly related to the original purpose of the project, i.e., the improvement of reading achievement. The reading test which had been administered at the beginning of the school year was repeated with the entire group. The movement of the intervention group in the direction of higher achievement was readily apparent as well as the increasing resemblance of the curve of score distributions to that of the classroom group.

Implications

This study of an intact group of first graders has demonstrated adaptation of methods for clinical diagnosis and early intervention to meet the emotional and cognitive needs of children in an urban school. The identification of a "high risk" group consisting of more than one third of the total group underlines the need for intervention provisions within the child's school building rather than through separate facilities Not only would this seem desirable because it would keep children within the "mainstream of education," it would also seem necessary because the number of children requiring service would preclude the organization of special classes in sufficient numbers to meet needs adequately. It is noteworthy that at least as many girls as boys required intervention. This finding contrasts with the traditional picture of the high proportion of boys seen in intervention samples based upon referrals. Finally, the preliminary results suggest that the intervention program was effective in improving reading achievement.

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HIGH INTENSITY INSTRUCTION

S. Alan Cohen:

We went into PS 148 and set up high intensity instruction under the U.S. Office of Education Grant. We were researching the use of what we called at that time "Self-Instructional Techniques with Emotionally Disturbed Youngsters" or High Intensity Instruction with adolescent youngsters. The adolescent is even worse than worse. We were not interested in teacher training but the Head of the Special Education Department, Burt Goldstein, had this young lady who was getting her master's and had to do an internship. She had visited our project and we took on our first intern. I put her to work with a Puerto Rican Youngster. He was as illiterate a youngster as you could find in the 5th and 6th grade. We put her into a one to one situation because one definition of high intensity instruction is the ability to do with a 30 to 1 student-teacher ratio what you do with a 1 to 1. You will discover what was done on a 1 to 1 and what was done on a 30 to 1. She worked with Jose about 3 weeks and then she came bouncing into the center one day and said, "Dr. Cohen, you have to hear what Jose said to me." We were sitting there and he looked up at me and said, "Do you know why they sent me to this school?" (This intern had been trained as a non-directive therapist.) In her non-directive manner she said,"Oh." Jose said, "Well, the Guidance Counsellor in the other school said that I had a metal block in my head." The intern said, "They sent me to this school and they said they would take the metal block out." The intern said "Oh." A few minutes later he looked up and said, "I don't think they're going to have to open my head and take the metal block out." The intern said "Oh." He said, "Since I have been working with you it has been chipping away little by little all by itself."

Now I don't know what the guidance counsellor said, but I suspect he said that Jose had a "mental" block. This kid had a mental block to life let along learning in school. But the explanation the Guidance Counsellor felt like giving the kid for sending him to this school was not the whole truth. The truth was he got into trouble in the regular school and so they shifted him out. The difference between the kids in the 600 schools and the kids in the regular schools are that authorities have grounds on which to label them emotionally disturbed. The same youngster with all other symptoms other than acting out, does not get labeled as emotionally disturbed; but could be just as disturbed. His acting out causes us to decide that he is emotionally disturbed and we send him to a special school. There are emotionally disturbed people who function in ways so that instead of being sent to Reform School they are sent to the White House as President or to the Governor's Mansion. The kind of trouble you get into really determines whether you go to the 600 School or the State Legislature.

Evidentally the Guidance Counsellor had used the term mental block. Up in these parts the term mental block is not "in." It's not really a good term for explaining why kids don't learn. At one time it was the term to use. "Mrs, Smith your son doesn't do well in Math because he has a mental block."

I'll tell you what is "in"--perceptual dysfunction. Most of the middle-calss kids who we get referred to the clinic come in referred as perceptually dysfunctioning if referred by a school psychologist. If he comes referred

by a pediatrician he is minimally neurologically impaired. The more liberal pediatrician tell us he isn't minimally neurologically impaired, but rather he is just hyperactive, hyperkinetic, etc. Another very popular term is that he is dyslexic. However, the President's Commission on Dyslexia decided that it was a useless term so it will die out for five years or so. It will be back with a big bang when Reader's Digest has another article on Dyslexia. Certainly Mental block is out; dyslexia is fading out; but perceptual dysfunction is big; it is in. There are other terms that are currently in. If that perceptually dysfunctioning kid is Black, Puerto Rican, Mexican American and lower class, he is not perceptually dysfunctioning, he is disadvantaged, or he is culturally deprived. Another "in" term is emotionally disturbed. This child can't learn because he is emotionally disturbed. If he is very emotionally disturbed and he is under six, we say he is autistic. Somebody asked me the other day for the definition of autism. I said autism is a label that we give kids that we treat in centers for autism. We did a little experiment with what we diagnosed as two "autistic" white kids. We put them into a regular preschool program with two teachers and 15 kids (head Start). It just so happened that in this community there were not too many whites and they had to integrate. We put them in the classroom and we did a behavior analysis of all 15 kids and we made suggestions for things to stress. That was in September. In January we looked at the youngsters again, and the autistic kids were not autistic. The psychiatrist who had done the diagnosis originally was surprised. By definition a kid is autistic if you label him autistic. Then you treat him as if he is autistic; then you look at him a year later and if he is still autistic; then obviously he is autistic. But if a year later he is no longer autistic; then there must have been something wrong with the original diagnosis.

One definition of dyslexia, if after 42 years you have tried to teach a person to read and he still can't read, then you know he is dyslexic. If he does learn to read he is not dyslexic. This is the type of thing that goes on in the Applied Behavioral Sciences.

If a child is not really emotionally disturbed (and he happens to be the son of a medical doctor, and whose mother has a master's degree from Radcliff) and he is in the 5th grade but he is performing at the third grade level, but he doesn't act out, then they decide to send that kid to the school psychologist. This is the child whose parents come in screaming, "Why isn't my kid performing because he is going to be a medical doctor or else!" The school psychologist sends back a report to the teacher which says that this kid is obviously very bright but is not achieving well. The teacher know that fact to begin with which is why she sent him to the school psychologist. Then the school psychologist makes it official with a stamp which says, "He is passive aggressive." This is also a very "in" term lately for middle class kids. Now you all know what a "passive aggressive" is. If you don't know, -let me give you an example. My son is a passive aggressive. At 6:30 p.m. he is supposed to feed the dog and at 6:30 I say to him, "Stewart, the dog!" and he says "O.K. Dad." At 7 p.m. the dish which is still empty is being banged by the dog and I say, "Stewart, the dog!" And he says, "What are you bugging me for? I said O.K." At 7:30 p.m. the same ritual. At 8 p.m. Stewart is supposed to take the garbage out, and I remind Stewart. Every night the same thing takes place. At 11:30 I feed

the dog and when I take him out to walk I dump the garbage. That's known as passive aggressive. Anybody who has kids knows that all kids seem to go through that stage. He will grow up to go to Berkley and he'll be known as an active aggressive not passive.

Learning Disabilities is another big term. As a matter of fact, State Laws are being written in such a way that in order to get special funds to aid a youngster in trouble you must label him as having learning disabilities. This is true in Connecticut and Massachusetts. My own lawyer who is on the New Jersey Governor's Advisory Council is trying to work on a new law, phrasing it in such a way that you don't have to label a kid as having learning disabilities before you can get extra funds to do something about it. You know what happens as soon as you lable these kids. They tend to behave that way.

For a number of years we have looked at the literature on learning disabilities, on kids who don't learn well in school. We discovered a psycho-social disease that seems to explain 80 to 90 percent of underachievement in youngsters in school. We call the "disease" dyspedagogia. It means "lousy teaching." The major cause of disabilities in learning is lousy teaching.....lousy teaching and the kids are able to cope in spite of it. Kids learn to read and write not because of the school but in spite of the school. That same lousy instruction which is good enough for healthy middle-class kids suddenly doesn't work when you introduce a couple of other variables.

In a study I did a number of years ago, I compared the learning disability patterns of disadvantaged children with the learning disability problems of middle-class kids. We find all the conditions that I just mentioned under the Department of Special Education. However, everyone of you who is at all familiar with Ghettos discover that 90 percent of the disadvantaged have learning disabilities. They can't read or write in the 5th grade,--not semi-literate, but illerate. You ought to go in and see how really illiterate those kids are. When you go to the principal and you ask why nobody can read or write in his school, he answers that the kids in Miss Smith's class can read and write. The principal tells you that year after year Miss Smith turns out kids who can read and write. Obviously, the kids in her class don't have the same psycho-social psycho-dynamic problems of their brothers and sisters. They come from the same environment and the same conditions as the rest of the kids. What's the difference? Are the kids less perceptually dysfunctioning in Miss Smith's classroom; any less emotionally disturbed? These are the same types of kids from the same community, the same families, the same victims of racism and poverty, etc. The difference between Miss Smith's classroom and all those other classrooms is what Miss Smith is doing for the kids in that classroom. To put it another way, if you're faced with kids with all those ideological conditions, you can either attack the ideological condition directly or you can teach them the tasks that you were contracted to teach--reading, writing and arithmetic. If you had to compare the know-how of pedagogy with the know-how in psycho-therapy, let me tell you that as bad as we are, we are 100 years ahead of the others. It is easier to teach a kid to read than to do psycho-therapy with him. If I wanted to solve the problem, I would either eradicate racism and poverty that is attacking the ideology or I would teach the youngsters to read and write. Which do you think we are going to be able to do? Which is more likely to be done assuming that

we really wanted to do anything? Obviously, the easiest thing to do would be to teach them to read and write because we can do it if Miss Smith is doing it. I can show you dozens of classrooms where it is being done. My point is that the ideology exists but they are irrelevant to teaching the kid to read and write. The point I am making is a very difficult thing for my colleagues in learning disabilities to understand. Mary Ann Frostig doesn't understand that kids can have a perceptual dysfunction and still learn to read and write. Twenty percent of high achievers in reading have severe perceptual dysfunctions. The ideologies are irrelevant to teaching children to read and write.

Example: A child maybe up tight because he has never had a father in his home and hasn't had a good male figure to identify with. You have to teach him to read and write. Of what importance is the knowledge of that background to your teaching him to read and write? What do you do now that is different? Note: I would suggest that if you have an answer you are a lousy teacher. You shouldn't have to know anything about his background to teach him to read and write. All you have to do is look at the child and see what is doing now. Everytime a male figure walks into the room--this has nothing to do with ideology--everytime he walks into the room the child jumps up and grabs him by the leg. I don't have to know that he doesn't have a father in the background. Evidently this kid needs a male to hold onto. If it takes the knowledge of the kids background to sensitize me there is something wrong with me.

For example: In a cooperative Reading Research Project in New York City which compared beginning reading programs (ITA, Scott Foreman Basal Readers with language experience approach, the linguistic approach, etc.), Al Harris did a study in which all the kids had learning disabilities, were emotionally disturbed, or had perceptual dysfunctions. In the three year follow-up in his study, the median reading level regardless of the beginning reading techniques that were used was third grade for all of them. No kids in Bedford Stuyvesant have a right reading on third grade level because they are disadvantaged and have all these ideological conditions. As a matter of fact, third graders do not read on the third grade level in New York City. Regardless of the techniques hundreds of kids in the Al Harris' study were reading at the third grade level. Why? Did Al find out that these kids had a father problem at home and put a father in each home to solve the social problem? Did he change the way they speak their language patterns so that all the Blacks in New York City speak like Chet Huntley? The only thing Al Harris did was to compare 20 classrooms teaching ITA to 20 classroom teaching with Merrill Linguistic Readers. He had to make sure that the teachers were teaching what they were told to teach, because if the teachers teaching ITA snuck a little Scott Foresman in while they were doing it, he wouldn't know whether he was getting ITA or the effects of something else. So he had very close supervision over the teachers and they had very thorough training. He gave them such a thorough training and such close supervision that he could come in any time without annoucing it. With that close supervision they should be a little better than you would ordinarily find--instruction that is not good but just a little better than you ordinarily find. Now, with just a <u>little</u> <u>better</u> instruction what did they get? All these ideological conditions which still existed didn't seem to be enough to keep those kids down. They still made fair grade level.

You can only begin to wonder what would happen if the teachers were doing the instruction more than a "little better." I talked with the Deputy School Superintendent in Chicago, and she asked "What do you mean you are guaranteeing 1.7 years growth in 150 hours of instruction? That's impossible because you are dealing with tobacco picking Blacks and apple picking Whites." That's not only disadvantaged, that's deprived. She said the most growth they can make is .3 or .4 per year. What she was saying to me is that's the most they make in the Chicago schools. That is what they decided as possible growth and if you come along with intensive instruction, you get much better gain. She wasn't going to accept that because we'd have to change the norms in the tests every five years. That is precisely what we are after in education. I should only live to see the day that every five years we have to re-standardize the test. Isn't that what we had to do with the Stanford Binet a decade ago? We had to do it because kids are a little smarter today. It took too long to re-standardize it. We should be re-standardizing the Stanford Binet every five years. This woman didn't get the point.

Put another way, effective pedagogy teaches kids to read and write in spite of ideological conditions. Effective pedagogy will teach the kids to read and write in spite of ideological conditions without directly effecting those ideological conditions. Let me show you why. Effective pedagogy means high intensity instruction. In a recent study it was found when the percentage of time that kids were reading during the class period called reading was clocked, 47% of the time the teacher was talking to the kids and the kids were not reading. That gave us a clue. I wonder what really goes on in an instructional situation. What really happens in one-to-one or one-to-thirty, in an instructional situation called the reading period? So we invented a technique to observe classrooms that has just been published under Dr. Abraham J. Tannenbaum's name called the Taxonomy of Instructional Objectives: the teaching of reading. This is the thing that we designed. I'll show you what the taxonomy looks like and I'll show you how we observed the classrooms and how we got high intensity instruction. We decided to observe what occurs in an instructional situation, but we decided not to observe the teacher. We felt that what happens in an instructional situation could be defined in terms of what the student is doing. Teachers could perform from now until doomsday, but what really matters is what the kid is doing with the help of the teacher's performance. You define the teacher's performance in terms of the kids performance. Our assumption was what a kid does in an instructional period is either directly or by default what the teacher causes him to do. In other words, a teacher who decides not to teach anything and merely goes to sleep and the kid climbs the walls; then by default she has prescribed that activity; she said in effect, I let him climb the wall because that's what I have allowed him to do in the classroom. What we did was invent an observation technique that looked at kids from 8 dimensions. We were dealing with reading so four of the dimensions were specifically related to reading.

We divided the observation into three categories: The content of what the kid was learning; the channel of communication through which he was operating and the strategy used to teach him. We divided content into three areas: the SKILL he was learning and the SUB-SKILL of that SKILL and the LEVEL at which he was learning:

I. Basic Skills

For the sake of simplicity, the many skills related to the act of reading have been generally grouped under three main headings called Basic Skills. They are coded as follows:

1 - Word Attack
2 - Comprehension
3 - Study Skills

Basic Sub-Skills

The Basic Skill areas have been further refined into Sub-Skills. After the teacher has noted the Basic Skill area, he enters the code number of the more specific Sub-Skills are coded as follows:

Basic Skill 1. Word Attack	Basic Skill 2. Comprehension	Basic Skill 3. Study Skills
Sub-Skills	Sub-Skills	Sub-Skills
1 - Consonants	1 - Details- Main Ideas	1 - Dictionary
2 - Vowels	2 - Sequence- Relationships	2 - Maps and Globes
3 - Word Structure	3 - Following Directions	3 - Reference- Texts
4 - Sight Vocabulary	4 - Sentence Structure	4 - Listening Comprehension
5 - Word Meaning	5 - Paragraph Structure	
6 - Context Clues	6 - Directed Reading	
7 - Symbolic Discrimination	7 - Inference	

Sequence Levels

The Sequence Levels notation is an attempt to categorize materials according to degrees of difficulty for the target population. The coding is as follows:

1 - Easy or initial levels
2 - Average or intermediate levels
3 - Difficult or sophisticated levels
4 - Ungradable

II. We then look at the Psycho linguistic channels of Communications. There are two: Input and Output. In the input there are only 7 possible ways to put information into the brain, we can present it as follows:

1 - Auditory
2 - Visual
3 - Kinesthetic
4 - Auditory-Visual
5 - Visual-Kinesthetic
6 - Auditory Kinesthetic
7 - Visual-Auditory-Kinesthetic

Output channel allows you only four ways:

1 - Oral
2 - Motoric
3 - Oral-Motoric
4 - Non Observable (which means we think something is happening but we cannot tell on output)

II. Then we divide Strategy into three categories:

1. Instructional Media - which means how the stimulus which is sent into this input is delivered. Example:

    1 - Visual-Projective
    2 - Auditory-Recording
    3 - Skill-Drill Texts
    4 - Games
    5 - Books
    6 - Cards (Kits)
    7 - Computer assisted Instruction
    8 - Other Teaching Machine

2. Instructional Strategies which are the transactional styles between the learner and the teaching material. Example:

    1 - Play-Chance
    2 - Play-Competition
    3 - Play-Puzzle
    4 - Test-Response
    5 - Exploration
    6 - Programmed Response
    7 - Creative Problem Solving

3. Instructional grouping refers to the ways of organizing pupils for a formal teaching-learning experience. Example:

    1 - Teacher directed large group
    2 - Teacher directed small group
    3 - Teacher-individual student tutorial
    4 - Student directed small group
    5 - Student directed large group
    6 - Student-student team learning
    7 - Individual self-instruction

We wanted to observe in a classroom; we wanted to find out what it was that differentiated successful teachers from less successful teachers. Here were those Miss Smiths in the classroom who had the same ideological conditions as other teachers. What is it that Miss Smith is doing? We used this observation scheme to find out by looking at kids in those 8 dimensions. Before we did this, we went to the research that already existed in classroom observations and pulled out all the variables that the research listed as those things that differentiate the more successful teacher from the less successful teacher. What one variable do you think came up more often than any other variable in the research to differentiate the more successful teacher from the less successful teacher? The variable was: These teachers who spent more time teaching kids to read tend to be more successful than those teachers who spend less time. Now, what is happening during that time?

Observation Scheme

We go into the classroom and observe for 42 minutes. Before we go in we look at the classroom and talk to the teacher and determine all possible activities that the kid could be doing in the next 42 minutes and we describe those activities in the 8 dimensions of the taxonomy. It took about three weeks to train the observers. So we find in the classroom in 42 minutes we have eleven different things going on which we can describe on the 8 sections of the taxonomy. For example, we can even tell you what kind of grouping this teacher uses. Look at the last column. Answer 7 and 3 and if you go to the grouping categories on the taxonomy, number 7 says individual self-instructional, number 3 says teacher individual student tutor. Those are the two types of grouping that this teacher used. We can even get a diagnosis of what goes on in the classroom. Lets take a look at what kind of input--number 2 (visual).

Now what we do is this, we pick out a 1/3 sample of the class and we look at each kid once every two minutes. In 42 minutes that means we look at each kid 21 times. And each time we look at the kid, we can tell you those 8 things he is doing; those 8 dimensions. Now when we finish doing this we have some very interesting data. We come down here and can say what percentage of the time this kid is doing one of the prescribed learning activities. We end up with a percentage which we call "P" ratio which means participation and learning ratio. What this tells us is that on the average in this classroom, the kids are participating in the learning activities a certain percentage of the clock time.

We went to 21 schools and we asked the principals for the names of one, two, or three teachers who they considered their best teachers. So we took a look at these best teachers and this teacher in a regular school with 56% "P" ratio represents the best of the best. Now this was in New York City but New York City doesn't have the worst teachers in the world and as a matter of fact they are probably better than average as a group. The best of the best had a 56% "P" ratio. That got us a little alarmed. So we said why don't we go look at the average teachers. What do you think the "P" ratop is for the average teacher? 30 to 40 per cent. You have to admit there are some weak teachers. So if the average teacher is running 30 to 40 per cent "P" ratio, you see the finding that 47 per cent

of the time the kids were not reading begins to make some sense. I have no solution for lousy teachers. The good teachers manage to do it in spite of everything. Most teachers by definition are average. By any reasonable set of criteria you are going to get a normal distribution of teaching abilities. Anything reasonable, which means a few are going to be outstanding, a few are going to be hopeless, and 2/3 are going to be somewhere in the middle. Those 2/3 are running 30 to 40 per cent "P" ratio. The best of the best was doing 56%.

Another example: Look at the "P" ratio 85%. That's Mary Smith's. That is her real name. She had the corner room at PS 148 in the 600 school. That was Rody McCoy's school. Emotionally, socially maladjusted kids. That was her second year teaching. Next to her was Flora Boyd who also ranged in the 85 percent "P" ratio consistently. Dick Smith ranged 70 to 90 percent "P" ratio. Mary Smith one day got a 96 per cent "P" ratio. 96 per cent of the time the emotionally, socially maladjusted kids were participating in the prescribed learning activity. She once had a bad day. She got a 72 per cent "P" ratio. It was one of those days. It was a Monday and you know that Monday can sometimes be very bad. How did we get the 85 per cent "P" ratio? There are two ways you can get kids to learn that intensively. One is to change the content of what they are learning to something that is very important to them--that is called relevancy. If you do that, you lose your job because that which is relevant is socially unacceptable and you get into real trouble by introducing relevant curriculum. According to a 1967 study of the National Council of English Study, do you know what novel is used in more high schools than any other to introduce the American adolescent to the novel? Silas Marner. What book is most disliked? - Silas Marner. Of the thousands of novels, Silas Marner is not the worst book in the world, but of the thousands of novels you could choose from, given the job of hooking the American adolescent on the novel why choose Silas Marner?

There is another thing that can be done and that is the other side of the curriculum coin and that is called pedagogy. You can take irrelevancies and design them in such a way that you can keep the kids hooked on them. We have known for forty years in the learning laboratories how to do that. We can keep rats hooked on the most ridiculous things. We keep them pushing levers even when they are full up to here. So we have two possibilities. One is to change the content and one is to change the pedagogy. Incidentally, I am really for changing the content. And what I would like to advocate is that with your left hand you sneak it in, but be careful.

We take a simple model of what we call High Intensity Instruction. The methods and the materials have got to personalize the content, level and rate for each learner. What a kid is doing at any given time, is what he precisely needs to do. But it is given to him at the level at which he can do it, and he is allowed to do it at his rate. When you set up a classroom you have to decide what kind of furniture you should put in, what kinds of materials you should buy and how you should structure the day. You have to design a way in which what the child does is precisely

what he needs to do at his level and at his rate. We do this by starting off with a diagnosis (precisely what he needs). We call this the "So What Diagnosis" and I'll show you why it is the "So What Diagnosis." We tell a teacher don't put anything down in your diagnosis unless you are going to tell what you are going to do about it. And that is the "so what." A diagnosis is not a diagnosis when you tell me a level, a number or what he can or cannot do. A diagnosis is when you tell me what you are going to do about what he can't do; when you give me the prescription. You have to understand that in medicine the prescription is implied in the label. The only time it becomes interesting in medicine is when you have complications. That's funny he is allergic to penicillin. Now you have a problem. If he has pneumonia you can do the following things. There are one or two treatments and that is it. Then you get to complications, where the treatments cannot apply to a particular individual and then you have a fascinating case. Doctors love those cases.

The "So-What" puts down a piece of material, a strategy you are going to use for anything you find deficient. Then what we do is make-up a prescription for each kid. These activities put into time slots came right from that "So-What" column.

The results are that the classrooms do not look like regular classrooms. The kid is working on the specific content that he needs to work on and at the level and rate he needs. The results:--example- grades 4 to 9 all mixed together. These are severely disadvantaged urban underachievers who had a 25 to 1 pupil teacher ratio ungraded--we got a 1.2 year mean gain in 4 1/2 weeks, 2 1/2 hours per day. In Southeast Bronx, which is the most disadvantaged area in New York City, we had 12 first and second grade classrooms of very disadvantaged mostly Puerto Rican youngsters. After 5 months, 4 classes were a grade level above placement, 6 classes were at grade level, and 2 were below grade level based on the Metropolitan Reading Test. At PS 148, we got a one year mean growth in 4 months, 2 years mean growth over 8 months. We reached a plateau at that point. I am not quite sure why. We can get those jumps and keep them up there. For example, if they are 10th graders or 9th graders reading on the 4th grade level, we will get them up to 6th or 7th grade level and they will seem to reach a plateau. One of these days, we will have to try and find out why we can't get them up any higher. We might be able to figure what we can do to get them off the plateau.

At the high school level at Westinghouse Vocational High School with a group of very tough youngsters we got approximately 1 year's gain in each 8 week cycle. They would go in there for about 2 class periods per day 4 days a week. We even got very good gains at the college level. They came in at 8.5 grade level and in one semester got out at 11.2 grade level. 11.2 is plenty to get through college. At the Roosevelt High School in the Bronx, they got approximately 1.2 average growth in 12 weeks. That is only three periods a week. It is better to give intensity everyday in short periods than a few days per week. You are much better off with a 1/2 hour every day than 2 hours for 2 days. That is High Intensity Instruction.

The key to operating this kind of classroom to individualize the content, level, and rate is to separate the delivery of the stimulus in the feedback from the teacher. You cannot do the type of thing I am describing as long as

the teacher insists on delivering the stimulus feedback. Example: If you are the class and I am the teacher and I say to you "When did Columbus discover America?" You pause, and hands go up, and it depends on the type night you had last night if you are going to call on the "hands" or the "no hands." The kids know this game too. They are sitting there trying to figure out if you had a tough night. If you did, you are going to call on the "no hands." And little Johnny knows how to play the game and says I am not going to raise my hand but he knows the answer. So sure enough, you ask Johnny who didn't have his hand up. He says 1492 is the right answer. You wince. The wince is called in psychology immediate feedback. What that tells the kid is that the response that he gave was the adequate response, was right. At that point, and here's a principal of learning that we don't use in the classroom, the kid knows that his response worked. The tendency of the organism is to attend to the source of the feedback. What was the source of the feedback in the example that I just gave you? Where did the feedback come from? Answer: The teacher. The teacher who delivered the feedback also happens to be the same source as the one who delivered the stimulus. I have said that the thing that we have to do in this type of situation is to separate the delivery of the stimulus and the feedback from the teacher. Why? Because at this point Johnny knows that he is right. He feels good. Even if he was wrong and felt bad - the same effect. The immediate tendency is to focus on the point of feedback, the source of feedback. At that point, what does the teacher do. The teacher now gives the next stimulus which is when did Magellan sail around the world. Do you call on Johnny again? Not unless you want him to whine. You have 29 others in the class. Johnny knows this. He very quickly knows that you are a bitch today. That means you will probably call on Johnny the next 4 weeks trying to catch him again. If you are in a good mood, he won't be called on for another 15 minutes as it takes that long to go around to all the 29 others, and everybody has to have his chance. So what do you do" You've got Johnny at the point he got his feedback. He was attending to the source of the stimulus in the feedback. What does the teacher do, drops him, goes off to someone else to deliver the stimulus.

Motivation is when the individual knows immediately whether his response was adequate or inadequate. He feels either good or bad. It's called positive or negative motivation. At that point, he is attending to the source of stimulus and the feedback and the thing to do is hit him again with the next stimulus. Which stimulus? The stimulus that gives him the content that he needs. At what level? At the level he can handle it. How fast do you go? As fast as it takes him to respond. As soon as he responds, he knows immediately how well he has done. What do you do? Hit him again, because you have got him hooked - that is high intensity. Of course it works, even with irrelevancies. Why? At this point he knows whether his response worked or didn't work and the tendency is to attend to the source of stimulus and feedback which is the same source. So you hit him again and again and that is what gives you the intensity and that is why you can get that type of intensity wven with irrelevancies. Do you think 1492 is relevant to this kid? What is relevant is this, kids are like people. They constantly respond to their environment. When they stop responding to their environment that is called death. As long as they are alive they are responding to their environment. And the trick is, you program the environment in such a way that it presents the stimuli and gives him the feedback immediately so that he'll know whether he is right or wrong or whether it worked or didn't work and at that moment hit him again and again and again. Now if you have more than one kid how can you separate the stimulus and the feedback from the teacher? You have

three other sources in any room. One source is the soft ware, one is the hardware and one is the student ware. Three other sources can deliver the stimulus and the feedback and that is the way we get high intensity instruction.

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Learning Prescription Form Based on Taxonomy

PUPIL'S NAMES	BASIC SKILL	CONTENT: SUB SKILL	CONTENT: SEQUENTIAL LEVEL	COMMUNIC CHANNELS: INPUT	COMMUNIC CHANNELS: OUTPUT	STRATEGY: INSTRUCTIONAL MEDIA	STRATEGY: INSTRUCTIONAL STRATEGY	STRATEGY: INSTRUCTIONAL GROUPING		1 - 15 Date; 6 - 1 Class; Teacher Brown These kids need code busting, vocabulary, dictionary -- low level skills. General Comments
										TEACHER COMMENTS
Tommy	1	2	1	4	2	3	4	3		vowels long short a, i, e
Jane	1	2	1	4	2	3	4	3		" " " o, i, e work together need at least 10 pages
Billy	1	2	1	4	2	3	4	3		" " " i, e
Robert	2	3	2	2	2	3	6	7		something like Macmillan Program Dictionary
Kenneth	3	1	2	2	2	3	4	7		Dictionary skills from Skelpacers Red-Green Blue
Peggy	3	4	1	4	2	2	6	7		Listening tapes--low level--vocab. development
Mary	1	3	1	4	2	4	1	7		Structural analysis - games
George	1	6	1	1	2	2	6	7		Meaning from context on auditory level

THE TAXONOMY OF INSTRUCTIONAL TREATMENTS IN READING

CONTENT

First Digit: BASIC SKILL	Second Digit: BASIC SUBSKILL	Third Digit: SEQUENTIAL LEVEL
1. Word Attack	1. Consonants 2. Vowels 3. Word Structure 4. Sight Vocabulary 5. Word Meaning 6. Context Inference 7. Symbolic Discrimination	1. Easy/Initial 2. Average/Intermed. 3. Difficult/Sophisticated 4. Ungradable
2. Comprehension	1. Details-Main Ideas 2. Sequence-Relations 3. Follow Directions 4. Sentence Structure 5. Paragraph Structure 6. Recreational Reading	
3. Study Skills	1. Dictionary 2. Maps and Graphs 3. Reference & Texts	

CHANNEL OF COMMUNIC

Fourth Digit: COMMUNICATION INPUT	Fifth Digit: COMMUNICATION OUTPUT
1. Auditory 2. Visual 3. Kinesthetic 4. Auditory/Visual 5. Visual/Kinesthetic 6. Auditory/Kinesthetic 7. Visual/Auditory/Kinesthetic	1. Oral 2. Motoric 3. Oral-Motoric 4. No Observable

STRATEGY

Sixth Digit: INSTRUCT. MEDIA	Seventh Digit: INSTR. STRATEGY	Eighth Digit: INSTR. GROUPING
1. Visual-Projector 2. Auditory-Recorder 3. Skill Drill Text 4. Games-Role Playing 5. Books 6. Cards (Kits) 7. CAI 8. Teaching Machine	1. Play-Chance 2. Play-Competition 3. Play-Puzzle 4. Test-Response 5. Exploration 6. Programmed Respon. 7. Creative Problem Solving	1. Teacher/Large Group 2. Teacher/Small Group 3. Teacher/Individual/Student Tutorial 4. Student/Small Group 5. Student/Large Group 6. Student/Student Team 7. Individual Self-Instruction

SPECIAL STRATEGY FOR HIGH INTENSITY LEARNING

Mrs. Joan Hyman:
Mrs. Gita Kornfeld:

As educators we now are supposed to take care of the drug scene; we are supposed to take care of the home background; and we are supposed to take care of the nutritional aspect. Aren't we supposed to teach the youngsters? Maybe if we do teach there will be a carry over from one syndrome to the other syndrome. This also works in psychology. If you work on one particular emotional area you are going to get carry over into the other. That is Dr. Cohen's emphasis and our orientation. I would like to start this discussion with questions? How do you feel about it? If you have negatives throw them out and let's discuss them.

Q. Don't you think that the type person that you get in education is the type of person who likes to deal with people, and deals with the education of the whole person? If you are involved with the complete person it is hard to ignore the emotional problem of the person.

A. Does anything I have said say that you ignore. That point has been brought up very often. The whole thing has to start with the diagnosis. When you diagnose the child you do not ignore the emotional. The child is all over the place. The fact that he can't sit still is really important, or is it more important to find materials that he can do and be rewarded within a very short period of time, and maybe eventually spread it out. You are working on the emotional behavior because you are teaching this kid to pay more attention and to put more time in on a task. You are not saying, yes, I know something happened in the home and that is why he has this problem and therefore, I have to understand it. Sure you understand it. You understand it behaviorally by giving him something that he can do in the period of time that he can do it in. That is the point that we are trying to stress.

Dr. Tannenbaum is the one who started with the 600 schools. The big cry was that we can't teach large groups when we have a disturbed child or a learning disabilities child. We must have him in a small class setting to teach an academic subject. We cannot teach to 30. Dr. Tannenbaum believed this and he set up one of the 600 schools for really acting-out disturbed boys. One of the worst classrooms had three really acting-out disturbed boys. That's how bad these kids were. He walked into that room and there was the teacher behind the desk and there were the kids sitting at their desks. What the teacher was doing with the three kids you might as well have been doing with 30. There was no individualization. Maybe the teacher thought there was; because he would call on Johnny, then on Bill and then on Jack. While he was calling on Jack, Billy and John were free to do whatever they wanted to do. Individuality is the purpose of what we call the skill center or the taxonomy. It is a very difficult thing to set up

initially and difficult to implement in total. But I can tell you that it does work. What you are doing is giving the teacher a different role. The teacher becomes a guide instead of a lecturer. The teacher knows what materials the kids should be working with. The materials are all self-corrective. The child does his own correcting and keeps an absolute record of his own progress.

Do any of you use reinforcement of any form where a child clocks his own progress and is rewarded for it? Tokens --- M & M's?

Q. This sounds as though it comes from the operant school?

A. Partially.

Q. Disturbed children in a classroom situation need a lot of reinforcement. Unless you can bring in other media such as tape recorders, you really have a job to constantly reinforce 10 disturbed children. Each child has to be programmed individually. Everything has to be set up specifically for that child. At times you get crosses. When you should be with one kid you are hung up with another kid. It is a situation that needs a lot of different media; a lot of different things.

A. Absolutely. There will be a listening center; there will be a place for the audio-visual and around the entire room are materials. There will be a book corner. There will be another corner saying beginning phonics and that will be broken down to a bank of materials on blends, a bank of materials on vowels, and a bank of materials on ending consonants. All of it has to be labeled. It is a very time consuming thing to set up but it does not have to be set up for an individual classroom. It can be set up for a school and have individual classes feed into it. It's a matter of ripping up workbooks, covering them with plastics, covering them with sheets, making everything reusable, have every answer there for the kid. The teacher is not the reinforcer. The teacher is there to go around and find out why this kid is not working. Is the material too hard? Is the material too easy? Are you feeding it to the wrong modality?

Q. In the particular situation I have, there are seven boys each on a different reading level. One doesn't read at all; one high as the fifth. The other five in between. Programming is very difficult as a result. I have been using primary reinforcement for work that I feel that is appropriate, good, etc. I haven't really organized things well enough so that I can set up a method where they can be reinforced by that particular task that they are doing without my constantly coming to them and saying okay. But as far as the social reinforcement from me, they respond very well. Much better than I had anticipated. I haven't been exposed to too much of this material reinforcement.

A. That's great. I can see that you have a tremendous task. To have materials available to cover this span of reading is a tremendous problem. Do you share with others? Where do you get your materials?

Q. There is a lot available to me.

A. Where you are teaching one child; unless you have materials for the others, the others have to tune out because they can't be interested at the same level.

Q. Define the number in a classroom where these skill methods can be used effectively.

A. It depends on the classroom. One teacher can handle 20 or 30 kids.

Q. That is assuming that you have materials that are programmed?

A. Before anyone walks into that room, the materials must be totally organized and the teacher must know the materials and know how to use them. Before the children walk in they must be diagnosed. Without the diagnosis you have nothing. Remember that Dr. Cohen says that the program comes from the diagnosis. Did you notice that? It was very heavily programed. No kid could possibly do what he has set for them to do. That is deliberate. It is broken to time slots: 9:00 - 9:45; 9:45 - 10:30, etc., and within that time there maybe three or four materials. You know that this is impossible; but it is absolutely deliberate. If the child starts on one and is interested in it, let him carry through on that as long as he is progressing on it. If he works through it very quickly and then corrects it and has loads of mistakes, then this is the teacher's job to go over his progress and say what he has to go back into tomorrow. Is there a reason he is rushing through this? Is the level too hard? Is the level too easy? Am I better off trying something different? Does he work well in this kind of skill? Would he be better off in some kind of game? Would he be better off working with another than working alone? So that is why they are always over-programmed and that is why you get the kind of participation that you get when you observe the children, because if there isn't one thing to do there is something else for them to do. When you are working with one child, you give the other children something to do. This one finishes in two minutes and you tell him take out his book and do page so and so. Half the time you tell him that because you want to continue to do what you are doing with the other child, and you want him to do something to keep busy. Then he starts acting up and he is all over the room. You discipline him but you are thinking why didn't I think of something else for him to do. This is not fair to the child. It's not fair to us as professionals to have to be able to think like this on our feet all the time and be that aware of all the materials. Whereas, if you put the time in ahead of time and set it up then the child can go to it.

Q. How much time does it take on the part of the teacher to set up an individual program like this for each child?

A. It is not set up each day. The thing that takes the time is the diagnosis. Obviously if you are just going to take a score from a standardized test that is not going to tell you much. You know only that he is reading at grade 3.6. Along with the standardized test you can do a fast informal reading inventory. You can use anything that will test his phonics, how he uses words in context, etc. This child needs work in this; needs work in this; needs work in this. You are going to have to work with materials in the school. Fine, get a list of what materials are available to you. Then from those materials and your invention, you program the skills in. He needs words in context for instance. You have all those needs, you have your materials, then you set the room up. The kid might be set for three months. He might go through that in three weeks. Then you just move him up a level. Your toughest job is getting this started. It's an on-going thing because the child plots his progress on a chart. When you want to give him a quick test all you have to do is glance at it and move him up. So the initial work is very difficult, but once you have got it going it works. It works with all sorts of children as long as you consider not so much their ideology, but their learning pattern. Obviously, the child who doesn't learn through the auditory; should not be programmed through on tapes. After you have got him going on visual materials you may start to move from visual and put earphones on him at the same time and then eventually remove the visual. If that is one of your goals.

Q. Is there any sequence in doing all of this. I'm looking at the whole picture now. He needs this; he needs this; he needs that. All these things are in isolation. Now, how do you pull the thing together so that there is some sequence so that you can actually test for mastery.

A. When you say that they are in isolation, you have isolated the skills and sub-categorized the skills from the general. How are you going to test? What is the kid going to have to do in life? Is he going to have to take a standardized test? Then that is what you are going to have to test on. In other words, the program will be absolutely no good if it doesn't let him perform in what is expected of him in the outside world. Let's take a specific case. This child doesn't know beginning blends; he doesn't know short vowels, he does know long vowels; he cannot use words in context; he learns visually; he works in very short attention spans; he doesn't work well with any workbooks or any basic readers. These are what we know about the child. So how are we going to program him in all of these . We are going to have to go through the materials and find work on blends and not in a workbook. Maybe it is going to be in a card game; maybe it is going to be in a Lotto game with blends. We know he works visually so it is going to be something that is going to use the visual modality. Maybe you are going to be using a tach machine with this child. He

doesn't like books. How are we going to teach him to read because he is going to end up using books. Maybe we will use a controlled reader for this child. Eventually when you go longer and longer on a controlled reader starting with materials that are made up of a sentence or a word and you will build him up to a paragraph or a story. These materials are all available. It really just takes somebody to go through it. The kid now knows his blends; he might still not know the short vowels so he is going to need more work in that. He is now reading a paragraph and answering comprehension questions. He is 8 years old and he is going to have to take a New York State Reading Achievement test. Let's give him a test to see how he does on it.

Q. Is he really learning the love of reading; does he really know what he is doing in all this or should he know?

A. Definitely and that is where the progress plotters come in. Yes, he should be rewarded for learning. We have found that the progress charts the child has kept for himself have been the greatest reward for learning. On every piece of material that the child does, he keeps a record, he corrects it himself. The question comes up "What about cheating?" Have any of you used the program materials where he sees his own answer? What about cheating? If he is learning through cheating, we don't care. It doesn't make a bit of difference as long as he learns. He plots his own progress and when he sees that going up he is getting rewarded by learning. How can you love something unless you are rewarded by it. We only think of love of learning when you get a personal feedback. He has a better chance of getting a personal feedback by being able to go up to a teacher or to a peer or to a parent with something that he has to give inside himself instead of a negative behavior that used to get the reinforcement. It works.

Q. In a classroom situation what would you do if a child acts out?

A. If he gets an N on the chart (non-participating) then I haven't found the material that meets his needs or the modality; or I am over-planning him in time sequence; or I am underplanning. That is where the teacher plays the vital role. That is why when they talk about automating it really can't be done. This is the teacher's job. If this kid has to be out of his seat every five minutes then I know that for the first week I can't give him an assignment that is longer than five minutes. I better try to give him an assignment that will take him from this side of the room down to that side of the room for five minutes over to that side for five minutes. The next week I can stretch it to seven and then eight minutes. What about the child that you can't get to verbalize? Is this the child that I want to put on a visual program where he is going to work individually, or is

this the child that I want to start in a one to one situation with another and then into a two to one situation with the peer teaching. Then get this child to start speaking with the tape recorder. It may be easier for him to speak into the tape recorder than to a group. Then he can use the tape recorder as a teaching tool for other children so he sees what his voice can accomplish. This is the kind of programming that only the teacher can do.

Q. In a typical situation in a classroom of 25 to 30 children, is the classroom teacher in a position to be able to diagnose that finely without the assistance of someone else?

A. Yes, we should be able to. There are enough good tools on the market.....testing tools and resource books to tell us how to test and how to interpret a test. Of course we need the time. If it is important enough, then two teachers could double up and for three weeks each one will suffer with a hugh class of kids in a room running records or doing something while the other one is testing. I will say that the first two months of trying to set-up something like this are very, very difficult. Any materials can be utilized. I am talking about reading. It is even easier to program for math. Each one of us is expected to be experts in reading, math, science, etc. Maybe we would be much better off if we became a specialist in one area and had these kids feed into us for this period of time. We would not have to establish that much of a personal relationship. Maybe they should work with a resource person in these areas.

Q. How do we know that we are actually accomplishing what we set out to do?

A. We are into a philosophic question. What are we really setting out to do? You say that you would like the children to love literature I don't think anybody would deny that. But in practical life, one of the goals is to get children in special education back into the regular classroom; to get them back into functioning in what we consider a "normal enrironment." If that is one of the goals then they have to be tested on whatever the educational system demands. I might not like it or you might not like it but it exists. Whether it is the Metropolitan Tests or the New York State Achievement Tests or later on the SATs, this child has to function with it. We must teach to the test format. How many of our children fail because they don't know the format of the test they are suddenly exposed to? Have any of you used the Metropolital Reading Tests? As you change from the Primary I to the Primary II, the format suddenly changes. Example, here is ABCD and in another place there is a paragraph 1, 2, 3, 4. A child who hasn't been put to work in this format has a far lower chance of achieving than one who has been. Definitely, one of the skills we are going to teach in studies skills is test taking. While the system still exists, let's teach the kid to beat it or to live with it.

Q. That system exists in business as well as education. I know a person who is very very capable and wanted to change jobs; but every time he went to a new place they put a test in front of him and he could not take a test. Finally another person taught him how to take a test. Today he is a very successful man simply because he finally learned how to beat the system.

A. I was taught very traumatically. I had been out of school quite awhile and I went back and had to take extensive tests. It is a devastating experience. I wasn't used to the computerized answer sheet. I wasn't used to the time schedule (turn the page, sit in the seat, etc.) I was as devastated as most kids are. I went into the situation feeling absolutely horrible and came out feeling worse. As I walked out I was talking to some of the young kids there who were taking it and one of them said to me, "You aren't turning this score in are you? You don't do that; you take it a couple of times first under someone else's name. You never take it the first time under your own name." Those kids aren't cheating. They want to get into graduate school so they are beating the system.

Q. What about the student with an aversion to testing? The whole word throws him off balance.

A. You have to program him slowly. Here is where your conditioning can very well come in using the test format in an every day situation but not as a test. Let him plot it. And then one day after it was done you can say that was your test.

Q. How do you grade on something like this if you are forced to do it?

A. You use the exact diagnosis. You tell the parent that your child came out on the test so and so. You have to do that because that is fact. Then you tell them that in word attack skills, he needs this, this, and this. You tell them that this is what he has covered in six weeks and that is it.

Q. Are you saying that the modality is dependent only upon the teacher's observation?

A. No, not if you have a diagnosis. Certainly if you have children who have learning disabilities you are going to have a diagnosis.

Q. If he is not operating visually, couldn't you determine this in a test?

A. I really don't know of a screening test that really is going to check which way he learns best. I think it is through the learning process that you find out. Most of the kids who have problems in one area have problems in another area. You find that this kid learns better with a tape recorder so I am going to feed him materials through the auditory. I am not going to say to you that

this kid has a visual problem and doesn't learn visually but I do know that he learns better through an auditory modality. All I am going to say is, at this point it is working. When the auditory stops working then I have to find something else that works.

Q. What bothers me is that so many of our kids have holes in their development anyway. Are we creating more holes?

A. You have a list of skills in reading covering word attack, comprehension study etc. and you break it down. Any good diagnostic book will give you a check list. If the child can do everyone of them; that kid is going to read.

Q. Are we assuming that somewhere along the line this child has not mastered a certain skill? Do we take him back to the beginning in first grade?

A. It doesn't matter where you are going to start. I don't care if you are going to start with kids in kindergarten, 1st, 5th, 7th grade. I don't care if you are going to start with kids who have an emotional handicap, learning disability handicap or kids who are considered genius. It doesn't matter as long as there is an individual diagnosis on that child, and that diagnosis covers all the skills that that child should have to be a good reader at the level he should be working.

Q. I can see loads of materials in a room.

A. Absolutely a loaded classroom. But this doesn't only have to serve 30 children. It can be used seven periods a day and can be used for 30 different kids each period. Just one period of using this every single day should have a tremendous impact.

Q. You did mention something about modified team teaching

A. There are many, many ways you can implement. If you have a large school you can use a one room set-up just for word attack skills, with materials just for word attack skills and have a teacher who is an expert in word attack skills. You could have another room just set-up for study skills; another one for comprehension skills. Each one with a teacher who is an expert in that field. There are many variations; depending upon the amount of money; the amount of time, and the kids you want to reach. Or you can do it on a much smaller scale and have one teacher set it up in her room in a modified plan. Most of you use one workbook per child. So if you have a class of 25 kids you will have to have 25 workbooks so you have 25 of the same workbooks. How much better it would be to order 25 workbooks from 25 different companies and rip them all up; to use. It is harder to do but it is much better teaching. Take everything on vowels, put them in an envelope; take everything on blends and put them in an envelope. The kid who knows "bl" doesn't have to do the page on "bl"; skip it.

Give it to the kid who doesn't know it, and give him six pages of it from six different books; and let the other child go on to six pages of another skill he needs. Instead, we put every child through everything, assuming they need it, without finding out whether they do or they don't. We also assume that if he got 100% he learned it right. He might have known it before we started to teach it. We waste a great deal of the child's time, too.

Q. I find that mine have either an aversion to testing or text materials because they work with workbooks and textbook until it is coming out of their ears. By tearing up the workbooks you are allowing them a new chance. The child knows that it is workbook material but somehow just the act of going to a separate sheet each time rather than to the same book seems to make a difference in his progress.

A. That is the motivation itself.

Q. Later the process of learning itself becomes a reward; but I am talking about the kind of rewards that work with a junior high school student 13 to 17, the rewards that work from September to December (a comic book for instance). But I find these and magazines used as rewards are still reading material.

A. You can support your use of M & M's as rewards too. I think one of the best stories I have heard concerned a very large classroom of kids. A month went by and the kids were getting an M & M after almost everything. For some reason the teacher went to one of the desks and opened it. It was loaded with M & M's. When the child was asked why he was saving the M & M's he said that he hated M & M's, yet he wanted the reward. To him it was a self reward for learning that he wanted.

Q. In some cases you are working with an archaic group of school people and the diticians are angry about your use of M & M's, etc.

A. This is what Dr. Cohen means by relevancy. Change the pedagogy. If you can't, sneak the changes in.

Q. It is kind of hard to sneak it in when they live on the campus. They go back to their coordinator or whoever it is they work with and they say, "Guess what we got to do in class today?"

A. You do have a problem there and the only thing to do is hope that your administration will be reasonable or that you can justify what you are doing.

Q. Who can think of what the most difficult thing to overcome in this program is?

A. Teachers.

Q. What part of teaching? Getting us to shut-up. The hardest thing is to get the teacher to let go. Let the child go. Not to sit there and lecture. Realistically, no one can walk out of here and go into the classroom tomorrow and set-up a skill center. Change is a very difficult thing. How long ago did we start recommending the tearing up of workbooks? It has been 20 years in my experience. It is out and out outrage to some people when you start tearing up workbooks. Even today you can get fired for that.

A. I don't think the administrations are quite that bad. All you have to do is explain it. Does BOCES use resource teachers in this area at all? In what connection.

Q. I know in BOCES I in Westchester they are utilizing a resource teacher in two ways; one in the regular classroom where the child is being maintained and the other the afternoon working in the resource center in setting up skill, materials, resources that can be fed to the BOCES classroom teacher. This is a new program there. I think it is being well-received but I can't tell you how successful it is.

A. We went to a conference last spring where this was discussed among all the BOCES people and hopefully they will get back to us sometime this year with some kind of results we could use to promote this. We do have a Resource Center in Dutchess BOCES.

OVERALL EVALUATION

1. Rate the Degree of application to classroom situations the presentations might offer:

   GOOD 23 FAIR 8 POOR 0

2. Rate the effectiveness of the Group Sessions

   GOOD 23 FAIR 9 POOR 0

3. Evaluate the Entire Institute:

   Content GOOD 26 FAIR 5 POOR 1

   Practicality GOOD 22 FAIR 9 POOR 0

4. Identify the Most Helpful Aspect of the Institute:

   "The dynamic speakers who spoke on my level and did not overburden us with technical terms."

   "Small group - good interaction between instructors and audience - all speakers knew and understood the topic - both Reading and Disturbed Children in general"

   "The ideas we can take home and use"

   "Approaches useful in the classroom now - not under ideal conditions but now"

   "New research approaches to education"

   "Talking with others in the field"

5. Identify suggestions to improve future Institutes of this nature:

   "Too bad more teachers could not have profited from this workshop"

   "A little more interaction with speakers in smaller groups."

   "More opportunity for teacher involvement"

   "Extend the time"

   "More about why to teach what"

6. Comments:

   "An excellent conference - Hope you will have many more"

"Excellent - well planned and organized"

"Have Potsdam men return"

"Good group interaction"

"Good content"

"Praise for comfort and efficiency with which the Institute was run."